DOCUMENT RESUME

ED 160 520 SO 011 208

TITLE Measurement of Affect and the Humanizing of Education. Part III, Workshop and Procedures for Working with Schools. Final Report of the Interstate Educational Resource Service Center Affective Education Project.

INSTITUTION Interstate Educational Resource Service Center, Salt Lake City, Utah.

PUB DATE [73]

NOTE 447p.; For related documents, see SO 011 206-209

EDRS PRICE MF-$0.83 HC-$23.43 Plus Postage.

DESCRIPTORS *Affective Objectives; Cooperative Programs; Data Analysis; *Educational Assessment; Educational Environment; Educational Improvement; Educational Needs; Educational Philosophy; Educational Problems; Elementary Secondary Education; Guidelines; *Humanistic Education; Learning Activities; *Measurement Goals; Program Descriptions; Projects; *School Involvement; Summative Evaluation; Values; *Workshops

ABSTRACT

Workshops and procedures are described which are intended to help schools identify goals and measurement needs within the affective domain of educational programs. The document is part of the final report of a project to humanize education. The document is presented in six sections. Section I introduces the project's philosophy of encouraging a close working relationship between schools and project staff through workshops. Sections II, III, and IV describe workshop design, methodology, physical arrangement, scheduling, and sequencing of activities. Section V, the major part of the document, examines workshop components and activities. Components are (1) introduction to the project; (2) discussion of affective objectives; (3) description of affective assessment and measurement; (4) achievement of affective objectives; (5) implementation of an affective program; and (6) evaluation. Workshop participants are involved in a variety of activities including small group discussion, brainstorming, filling out questionnaires, role playing, and identifying objectives. The final chapter discusses problems encountered in workshops and involvement of parents and community members. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED160520

MEASUREMENT OF AFFECT
AND THE
HUMANIZING OF EDUCATION

PART III
WORKSHOP AND PROCEDURES
FOR
WORKING WITH SCHOOLS

Final Report of the Interstate Educational Resource Service Center
Affective Education Project

Albert R. Wight: Project Director
James R. Doxsey: Assistant Project Director
Ronald Mathiesen: Statistical Research Assistant

SO 011 208

Kent L. Worthington, Director

Interstate Educational Resource
Service Center
1610 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

Board of Directors
Walter D. Talbot, Utah, Chairman

Weldon P. Shofstall, Arizona
Calvin M. Frazier, Colorado
D. F. Engelking, Idaho
Dolores Colburg, Montana
Kenneth H. Hansen, Nevada
Leonard J. DeLayo, New Mexico
Robert G. Schrader, Wyoming

Produced with funds provided under the Elementary and Secondary Education Act of 1965, Public Law 89-10, Title V, Section 505.

TABLE OF CONTENTS

Preface iii

Workshop Assumptions and Philosophy 2

Workshop Design and Methodology 4

Facilities and Physical Arrangement 7

Scheduling and Sequencing of Activities 8

Workshop Components and Activities. 10

  Component 1 - Introduction to the Workshop and Methodology. 12

  Component 2 - Affective Goals and Objectives . 24

  Component 3 - Affective Assessment and Measurement. 40

  Component 4 - Conditions Facilitating Achievement of Affective Objectives . . 43

  Component 5 - Implementation of an Affective Program. 48

  Component 6 - Group Process and Evaluation . . 56

Problems of Change and Follow-Through 70

  Involvement of Parents and Community 74

  Problems Encountered in Workshops and Follow-Through. 75

Suggested References. 82

APPENDIX A - Sample Schedule

APPENDIX B - Workshop Handouts and Instruments

APPENDIX C - Publications and Position Papers Used as Workshop Readings

APPENDIX D - A Teacher's Journal in an Affective Kindergarten Program

APPENDIX E - Humanizing a Fifth Grade Classroom--An Interview with the Teacher

APPENDIX F - Parent Involvement in Defining Student Affect

PART III

PREFACE

This part of the final report of the Interstate Educational Resource Service Center's Affective Education Project is concerned with the workshop and procedures developed for working with schools. Detailed instructions are provided for State Department of Education personnel who might wish to use or adopt the workshop in their work with schools.

The main reason for working with schools was to involve school staff in the identification of affective goals and priorities as a basis for developing measurement instruments and procedures. It was considered essential, also, that teachers be involved in defining the goals and in identifying the kinds of data useful to them in assessing conditions and outcomes with respect to these goals. Much of the affective instrument development was based on this work with the schools, and is reported in Part II of the final report.

The workshop was designed to meet the needs of schools who were interested in reassessing the purpose of education and exploring new directions, while providing IERSC with the data needed for the project. It was developed and tested over a period of approximately a year in schools in six of the eight states served by the Center. IERSC staff primarily responsible for the development of the workshop were Albert R. Wight, James R. Doxsey, and Jane Wight.

The last section of Part III reports recommendations for follow through and support of teachers following an initial workshop; problems encountered in the workshops and follow through; and examples of programs implemented and successes achieved. Reports by two teachers in the project and a report of parent involvement are included in the appendix.

We would like to express our gratitude to the staff of the cooperating schools and school districts for their interest and involvement. The opportunity to work closely with teachers and administrators was one of the most rewarding aspects of the affective project.

PART III

WORKSHOP AND PROCEDURES FOR WORKING WITH SCHOOLS

To achieve the objectives of the Interstate (IERSC) Affective Education Project, it was essential that a close working relationship be established with schools representing different populations in the Rocky Mountain area. Although the major purpose of the project was to identify and develop affective measurement instruments and procedures, it was determined early in the project that measurement should be based on objectives and priorities of the schools. Neither the State Departments of Education nor IERSC staff could or should decide what should be measured in the schools.

Through initial contacts with schools, it was soon recognized that a great deal of time and effort would be required to identify goals, decide on priorities, and agree on the kinds of data that would be useful in assessing affect. These questions could not be treated superficially, because of their implications for the school and the community. Commitment to affective priorities, and agreement to assess affective conditions and outcomes in the school, could feasibly result in a major reorientation and restructuring of the curriculum.

The staff of a school could not be expected to undertake such a difficult and soul-searching task just to serve the needs of the affective project. The school's needs would have to be considered first. Procedures would have to be developed to support schools in a re-examination of their goals, philosophy, and curriculum, while collating the necessary data for the affective project.

Schools were involved in the project for two primary reasons: (1) to assist in the identification of affective goals and priorities and the development of affective measurement instruments and procedures, and (2) to develop and test procedures for supporting schools in their efforts to incorporate affective goals into the curriculum. This part of the report is concerned primarily with the latter, although the procedures outlined herein were also designed to meet the project needs for development of goals and measurement.

Workshop Assumptions and Philosophy

Several assumptions underlie the approach followed in working with schools. If measurement procedures and instruments are to be used in the schools, they should meet a perceived need and should be based on what the people associated with local schools want to measure. Measurement imposed on a school is resented and often rejected.

It may be possible to impose affective goals on a school, but definition of these goals and specification of objectives should be left up to those who have to develop and implement the curriculum changes. This may be the only effective way to achieve acceptance, understanding, and commitment on the part of the school staff.

The affective project staff were not in a position to prescribe goals for schools. In most cases, however, when a school staff is allowed to examine its own reasons for being and the purpose of education, it will establish affective goals very similar to those developed by any other group. When a school establishes its own goals, we see the pride of authorship and the commitment to follow through.

It is more effective, also, and possibly essential, to allow a staff to decide for itself what conditions are necessary for achievement of its objectives. In addition to the fact that resentment and resistance are usually encountered when new methods and approaches are imposed on a school, one person has a very difficult time understanding and implementing another person's program. Once he has developed his own philosophy, he can more readily incorporate and, if necessary, modify suggestions or even entire programs.

Many schools contacted on the project were not ready to undertake a re-examination of their fundamental goals and philosophy. Those that elected to participate soon found (if they didn't know already) that change is a difficult, slow, and often a painful process. In our experience it has not been possible for a school staff to quickly and efficiently decide on affective goals, establish priorities, specify objectives, design a program to achieve these objectives, and develop a system and procedures for assessment of outcomes and evaluation of program effectiveness. The implications of decisions to focus on affective objectives are often far-reaching, in terms of both institutional and individual change, re-orientation, and commitment. The changes contemplated or anticipated can create anxiety and insecurity on the part of some faculty members, and sometimes resentment and hostility. It can be discouraging to face the changes one might have to make to fit in with the new philosophy apparently being adopted in the school. It is difficult to accept the notion that what one has been doing in the classroom for years might not be best for children. It is difficult to accept ideas about education that contradict one's experience, even if we accept the fact that we seek and often distort experience to reinforce our own biases and expectations.

As decisions are made by the staff about priorities for education, and about conditions which would facilitate achievement of selected affective objectives, philosophical differences among the staff are surfaced. Differences invariably exist regarding assumptions about the amount of control and discipline children need, the amount of responsibility they can assume, and the kind of educational climate and procedures that would be best for children and society. Time must be provided for the staff to work through these differences. The development of an effective problem-solving, decision-making staff team is essential, and can be achieved only through discussion of differences and similarities in philosophy and methodology in an attempt to achieve cohesiveness and unity.

In addition to support from other teaching staff, most participants feel that the support of administration is essential--a school climate allowing experimentation and change. Some time is usually spent in assessing the existing climate, and administration must be involved. Teachers cannot make the kinds of decisions implied in these discussions without administration's participation and support.

It is not possible to impose a blueprint for change on a school and expect the staff to make specified changes in accordance with a predetermined schedule. The type of understanding that results in change in attitudes, beliefs, values, and behavior on the part of the teacher usually develops very slowly, and is based more on discovery and insight than on theories, opinions, or experience of others. It is essential that teachers develop an intuitive understanding of (feeling for) the feelings and reactions of individual students in various situations, and the possible affective and behavioral consequences of different kinds of experiences the student might have in school. The teacher's own behavior must be based on this intuitive understanding, in response to given individuals and situations. Such behavior cannot be prescribed or regulated.

It is important for teachers who are planning to work with student affect to increase their understanding of the ways in which their own feelings, attitudes, beliefs, biases, values, etc., affect their behavior, particularly in the classroom. To achieve this increased understanding, the workshop is structured to allow participants to explore their own feelings and reactions in the workshop, in situations similar to those in which they might be placing students. Through self-understanding, it is expected that teachers will better understand and be better prepared to work with student affect.

Participants often expect a traditionally structured workshop providing instruction in affective education. When these expectations are violated, and the participants find themselves being forced to assume an active decision-making, problem-solving role rather than a passive information receiving role, they often experience considerable frustration, anxiety, and, sometimes, hostility. Their ability to understand and cope with these feelings in the workshop may well be a measure of their ability to understand and cope with similar feelings in students. Most teachers are able to see the similarities between their experiences and the experience of students and to generalize from the workshop to their own classrooms.

Workshop Design and Methodology

The primary purpose of the initial workshop with a school, from the standpoint of IERSC, was (1) to acquaint the school personnel with the affective project, (2) to become familiar with what the school was doing in the affective area, and (3) to decide whether a continuing relationship would be mutually beneficial. The first workshop and subsequent workshops were also designed to provide participants with the time and structure for (1) identifying affective goals, (2) specifying affective objectives, (3) exploring conditions facilitating their achievement (climate, philosophy, strategies, techniques, etc.), (4) identifying data that could be collected as evidence of achievement of both outcome and process objectives, and (5) developing plans to implement a program based on decisions and commitments made. It was emphasized that these decisions must be made by the school personnel (not by IERSC) before IERSC personnel could become actively involved in assisting with the identification and development of measurement procedures and instruments (the major resource IERSC would provide).

These decisions cannot all be made in the short period of a three- to five-day workshop, but it is hoped that each area can be explored in some depth and that the developmental process can begin. Participants are expected to assume an active role in making these decisions, identifying their own learning needs, anticipating problems, and formulating plans for changes necessary to implement the program. Although considerable structure is provided in the workshop, participants are expected to assume the responsibility for making effective use of the time, based on their perception of their own needs and priorities, and for completing assigned tasks or initiating more relevant ones.

A workshop should model the kind of concern for the individual and assumptions about effective learning that are hoped for as an outcome of the workshop. Training which follows the traditional information-transmission or skill-development model will not achieve the desired results. The training must be participative in nature; that is, it must involve the participants actively in problem identification, problem-solving, and decision-making. It should be experiential in that participants must be allowed to arrive at their own conclusions based on their own first-hand experience. If they have not had the appropriate experience, the program should allow for new experiences, either in actual classroom situations or in simulations and situational exercises, or for generalizations and extrapolations from their own participation in the workshop.

The following workshop is designed to be both participative and experiential, to allow the participants to assume the responsibility for their own learning, problem-solving, and decision-making. It is essential that the trainer be able to structure the workshop to involve the participants actively, not only in completing tasks or exercises designed by the trainer, but in deciding what goals they wish to achieve in the workshop and what tasks or activities they feel would be appropriate. This is the chief difference between the approach used here and other experiential approaches in which the trainers decide what experiences the participants will have and in what sequence. The participants in such training programs have little or no choice relative to the nature of the training experience, although the experience or tasks may require that they solve problems, draw conclusions, and make decisions in accordance with the content or purpose of training. This is a subtle but important distinction.

This does not mean that the trainers in the workshop described in this report abdicate their responsibility for conducting the training. They are responsible for the training methodology, and should be better equipped than most participants to design activities and experiences to achieve the workshop objectives. Participants are involved in completing tasks and exercises decided on and designed by the trainers, particularly at the beginning of the training. But these tasks are designed to require that participants begin thinking about and clarifying their own goals (not only for their school but for the workshop), evaluating activities with respect to their needs, and deciding what kinds of activities would be most useful and productive. As the training progresses and participants begin to assume a greater share of the responsibility for the training/learning/problem-solving/decision-making process, there is less need for structure and direction. Trainers can assume a stronger role as facilitators, coaches, and resources.

Trainers remain actively involved, however, participating in decisions by suggesting alternatives and possible consequences, but remaining aware of the strength and possible influence of their suggestions and being careful not to make decisions the participants should be making. The trainers remain ready to facilitate a given activity by assisting with the structure and providing instruments (written instructions, work sheets, etc.). They also provide process observations when they feel these are appropriate, but here too the emphasis is on helping the participants learn to assess and evaluate their own process and outcomes.*

It is essential that anyone desiring to conduct this workshop have prior training and experience in this approach to training. Traditional trainers have difficulty conducting the training described here without some training in this methodology themselves. The training loses its effectiveness if conducted by a trainer who does not understand the underlying philosophy and approach. Trainers with small group training experience (T-group, sensitivity, encounter group, Gestalt awareness, organizational development, etc.) are better equipped to learn to conduct the type of training described here than are persons from a traditional training or education background, but they too should have training in the instrumented methodology described in the following pages. It is quite different in many respects from most training which relies heavily on the direction and skill of the trainer in the small group. (For an elaboration of the small group techniques used in this workshop, see the section on Group Process, Component 6.)

Facilities and Physical Arrangement

Since this is a workshop and not a lecture type class, the traditional classroom with desks arranged in rows facing the speakers

---

[*] For further information regarding the participative philosophy and methodology see Participative Education and the Inevitable Revolution, Journal of Creative Behavior, Vol. 4, No. 4, Fall, 1970, by A.R. Wight; and Guidelines for Peace Corps Cross-Cultural Training, Office of Training, Peace Corps, Washington, D.C., 1970, by A.R. Wight and Mary Anne Hammons. Both are available through ERIC.

platform or podium is clearly not appropriate. Even for a large group, chairs or desks should be arranged in a circle, or in small groups around tables. This physical arrangement is necessary from the beginning to violate expectations of a traditional workshop, to establish an informal work atmosphere, and to involve the participants in discussions with one another rather than with the workshop staff.

Ideally, facilities will include a large group room for general assemblies or total group discussions, and smaller rooms for small group activities. If small group rooms are not available, small group discussions and problem-solving sessions can be held in one large room, as long as the groups can be physically separated. Each small group should have a newsprint pad and stand or a blackboard, to facilitate group problem-solving and decision-making.

Scheduling and Sequencing of Activities

In designing a workshop, the sequence of activities or exercises is important, in that the transition from one to another should make sense to the participants and each experience should build on or make use of what was learned or developed in preceding activities. This was the rationale used in sequencing the components and the exercises within components presented in this report.

A sample schedule is presented in Appendix A to assist the trainer in developing his own schedule. The schedule follows the sequence of activities as presented in the following pages. It is essential that the schedule be flexible. Rigid adherence to times and sequences specified will inhibit the assumption of responsibility by participants for the success of the workshop. Participants should not be pushed on to a new activity if it is apparent that they are still in a state of confusion or have not reached some closure or understanding with respect to the activity they are engaged in at the time. Feelings of participants regarding the purpose of the workshop, methodology, role of the training staff, etc., should be recognized and dealt with in a way that will not alienate the participants. This does not mean that the trainer should alter the basic methodology of the workshop to meet demands for a more traditional approach. But if questions or criticisms of the participative experiential approach are raised, they should be acknowledged, and participants should be asked to withhold judgment until they have given it a fair trial.

It is essential that the participants have sufficient time to explore the meaning of affect in education. If this is done superficially, the goals they decide on will have little meaning. As needs are identified and discussed, the affective domain takes on personal meaning for each participant. Sharing of insights increases each individual's understanding and contributes to a feeling of staff cohesion.

Differences invariably arise, and it is important that these be worked through. If the staff are not communicating and working together as an effective problem-solving team by the end of the workshop, few decisions will be made, and it is unlikely that those made will be implemented or carried through. Many of the workshop activities are designed to surface differences and resolve conflict. Time must be allowed for this to take place.

Occasionally a school may be completely unable to move beyond a discussion of staff differences and problems. It is impossible for teachers to succeed in establishing goals and objectives for an affective curriculum when hostility and bitterness form the atmosphere of the staff group. If such is the case in a school, a workshop for the staff focusing on their communication and relationship problems may be necessary before any attempt to develop an affective curriculum or program in the school can succeed.

It is essential that training staff and participants recognize that complete closure will not and probably should not be reached in any of the components. It should be emphasized that the primary objective of the workshop is to begin a process that hopefully will continue as an on-going part of daily school activities.

The schedule presented here is for a three-day workshop. It is a tight schedule, assuming that the trainers will encounter few problems in working together, and that everything will go like clockwork.

Some slippage is to be expected. The trainer will have to use his own judgment in allowing activities to go beyond the scheduled time, shortening or eliminating other activities, or even changing the direction of the workshop in accordance with expressed or apparent needs of the participants. If particularly difficult problems associated with staff conflict or philosophical disagreements are encountered, some activities may have to be postponed for a later workshop or other follow-up activities.

Workshop Components and Activities

What is provided in the following pages is not a cookbook, but only guidelines to be modified in accordance with the needs, preferences, and disposition of the particular staff group being trained. These workshops were designed to meet both the needs of the school and the needs of the affective project. Anyone wishing to use these methods and materials with a school should be prepared to modify the approach and activities based on his relationship to the school and the needs of the school.

The following descriptions of the various exercises and activities used in the workshop are in the sequence usually followed in a three- to five-day workshop. The exercises, activities, and sequence were frequently modified to meet the particular needs of a school or district staff or altered to allow for varying time periods. Most workshops were conducted in three days, although some varied from one day to five days, and some were conducted over time in a series of short workshops and meetings.

The activities and exercises are arranged by components, each of which relates to particular objectives of the workshop. There are six major components in all:

Component 1.	Introduction to the Workshop and Methodology
Component 2.	Affective Goals and Objectives
Component 3.	Affective Assessment and Measurement
Component 4.	Conditions Facilitating Achievement of Affective Objectives

Component 5. Implementation of an Affective Program
Component 6. Group Process and Evaluation

The description of each specific exercise or activity will begin on a new page, for the convenience of the user who might wish to add his own comments, insert additional pages, or modify the activities or sequence. Each description follows essentially the same sequence: First, the purpose of the exercise and general comments. Second, a brief overview of procedures followed. Third, a list of handouts, instruments, or materials used in the exercise. The last section of each exercise description presents suggestions to trainers for conducting the exercise, with problems and reactions they might anticipate. The trainer might wish to add his own observations as he gains experience with the exercise.

Most of these have a code number (e.g., ICAG1), a number assigned by IERSC staff for easy reference in preparing and organizing materials for a workshop. All handouts and instruments can be found in Appendix B. Supplementary readings or resource materials are included in Appendix C. Any of these materials can be reproduced by the user for his own workshops, if he wishes to use them in their present form, or he might wish to modify them or substitute other materials. Most of the instruments and publications were developed by the IERSC staff specifically for the affective project. Some have been adapted from previous work in a variety of settings. The group process material in particular has been in use for years and has been adapted and modified for use by a great many trainers with very different populations.

COMPONENT 1

INTRODUCTION TO THE WORKSHOP

This component is designed to introduce participants to the Affective Project and the staff, objectives, and methodology of the workshop. It consists of the following activities and exercises:

- Introductions and Orientation
- Workshop Expectations and Objectives
- Values Education Exercise

Introductions and Orientation

The purpose of this first session is to present a general overview of the Affective Project, and to involve the participants in identifying and assessing workshop objectives. The outline used in this session is provided as a road map for participants to guide them through the workshop.

Procedures

School administration present a statement of the purpose of the workshop and introduce the training staff. This is followed by a brief orientation to the Affective Project by the training staff. The Outline of Procedures for Developing Affective Objectives, Methods, and Measurement (ICAG1) is handed out and referred to in describing the overall project and purpose of the workshop.

Handout

ICAG1--Outline of Procedures for Developing Affective Objectives, Methods, and Measurement

Suggestions to Trainers

Attempt to establish an air of informality at the outset, in manner, dress, and procedures. The orientation should not come across as a formal presentation by one of the trainers. If more than one trainer is present, it helps if all trainers feel free to talk, adding to or commenting on what has been said. This makes it easier for the participants to relax and feel that they too are free to say what they wish. Invite questions, comments, and reactions from the participants.

Do not attempt to present a lengthy explanation of the participative philosophy and methodology at this point. Very few persons will understand it until they have begun to experience it. Say a few words, however, about the methodology as an introduction to the next activity, to encourage the participants to feel that this is their workshop, and to let them know that they will be expected to participate actively, identifying their needs and objectives as a school staff, identifying and solving problems, making decisions, etc.

Workshop Expectations and Objectives

If it appears that the participants understand and accept the purpose and scope of the workshop, identifying expectations and objectives is a logical next activity. If the participants have not been prepared for the workshop, however, or appear to have negative attitudes toward it, it is best to skip this activity and move on to the Values Education Exercise. Particularly with a large group (over 60) who do not understand or accept the purpose of the workshop, it is possible that they might establish objectives that are inconsistent with the purpose. Rejection of these objectives will create resentment and hostility that will be difficult and possibly impossible to overcome. With a smaller group, the trainers can interact with the participants to clarify the purpose as expectations and objectives are being explored. It is wise to have administrative staff dispersed throughout the group to clarify the purpose of the workshop as they perceive it.

If the group appears to be ready for this activity, it is good to use it at the outset, to provide direction for the workshop, to involve the participants in decisions regarding objectives, and to model an approach to education based on participative decision-making and clarity of intent. If the group is not ready, it may be possible to introduce this activity after the experience of the Values Education Exercise and the increased understanding it provides of the purpose and methodology of the workshop.

Procedures

Participants are divided into small groups in which they share expectations for the workshop; i.e., what is most important to them, what they expect to learn, what they expect to get out of the experience. Small groups then share expectations in a general session. The total group compares these expectations with the tentative objectives (IEAG2) handed out by IERSC staff. The tentative objectives are assessed by participants to determine which are most meaningful and worthwhile to the group; objectives are modified to meet expressed needs, concerns, and priorities of the group.

Handout

ICAG2--Workshop Procedures and Tentative Objectives

Suggestions to Trainers

At this point the composition of the small groups is not important. Allow the participants to break quickly into whatever groups make the most sense to them. Suggest that they take about twenty minutes in the small groups for this activity (depending on the clock--how much time has been used and how much remains). Make sure they understand the task. Ask whether there are any questions before they break into groups. Inform them that when the groups return they will share their expectations with the total group in general assembly, but do not suggest or even imply that they appoint a chairman or someone to take notes. These kinds of decisions should be left to the group.

Feel free as trainers to wander around observing and listening to what is happening in the small groups. Establish this as an expectation from the beginning, but do not join the group. You may want to join a group for a short time later, but not until the group has learned that it can function without a trainer present. Answer questions for clarification, but do not allow yourself to be trapped into solving problems and making decisions for the group. If the opportunity arises, reinforce the idea that this is their school and that it is not your place to make decisions about what should be done in their school. You may tell them that you certainly have your opinions, but if these are stated, the participants should recognize that they represent your biases and should be taken in that light.

When the small groups return (you may have to call them back, or check to see whether they are ready to return), ask them to report. Allow them to report in whatever sequence they desire. Don't make this decision for them by designating which group should report when. Making such decisions reinforces expectations that you will be directing, controlling, evaluating, and playing the role of the expert. It is important at the outset to violate these expectations. You might ask: "Who would like to report first?" or "Who would like to report next?"

Someone should record what the groups report, preferably on a newsprint pad so that the sheets can be torn off and taped to the wall for later reference, but on a blackboard if a newsprint pad is not available. If sufficient newsprint pads are available so that each group can have one, each group can tape its sheet or sheets to the wall to refer to as it shares with the total group.

When the expectations have been shared, hand out the Tentative Objectives (ICAG2) and ask the participants to look over all the expectations of the groups and modify the objectives to meet their needs. Talk a little about the first paragraph, which attempts to explain very briefly the nature of the workshop (process, methodology, and roles of the trainers and participants). They may want to have a short buzz session in their small groups to examine the objectives and come up with their recommendations to the total group. The total group then attempts to arrive at agreement as to which objectives are most important for the workshop.

Keep this part of the activity quite brief. Emphasize the fact that these are provisional objectives that we will work toward, that they will be clarified as we go along, and that they can be changed any time the group finds that other priorities are more important. Suggest, also, that we refer back to the objectives from time to time to assess how well we are doing in the workshop, or to see whether other concerns have developed that should be represented in the objectives. Point out that we cannot hope to achieve all these objectives to everyone's satisfaction in a short workshop, but that hopefully we can begin a process of moving toward these objectives that can continue beyond the workshop. In the workshop, we should be thinking about how this process can best continue.

Values Education Exercise

This exercise is designed to (1) expose participants to the overall controversies and difficulties in dealing with the affective domain, (2) help participants begin to explore their own orientations, biases, and behaviors in the classroom, (3) reveal the differences that exist among staff, and (4) allow the participants to achieve a better understanding of the nature of the workshop by taking part in a participative, experiential exercise.

Procedures

Participants complete the Values Education Questionnaire (ICAV1) individually, selecting the specified number of teacher behaviors they feel are important or essential in developing values in students. Participants hand in the answer sheet (ICAV2) to staff for scoring, form small groups, attempt to reach a consensus regarding the five most important behaviors (ICAV3), and if time is available, attempt to decide on priority order. Groups reconvene and share results of their consensus. Individual scores are presented on newsprint sheets or a blackboard. Discussion is held on interpreting individual and overall score results, with implications for the school and workshop.

Instruments and Materials Used With This Exercise

ICAV1--Values Education Questionnaire
ICAV2--Answer Sheet
ICAV3--Small Group Consensus
ICAV4--Instructions for Scoring and Consolidating Values Education Questionnaire

Suggestions to Trainers

It is important to conduct this exercise early in the workshop, because it sets the tone, involves each participant personally, results in intensive group interaction around an important topic, and generates a lot of material for later use in the workshop. Since there is a lot for the trainers to do in this exercise, it is important that quite a bit of preparation be done beforehand. Enough copies of the Values

Education Questionnaire (ICAV1) and Answer Sheet (ICAV2) for the number of participants in the workshop should be stapled together and numbered, from one to whatever number of participants is in the workshop. The same number should be placed on the upper right-hand corner of the questionnaire and answer sheet (stapled together) so that individual feedback can be provided without identifying persons by name. The numbered questionnaires should be distributed to the group in random order. Scores are computed from the answer sheet and posted on the wall. The only way a person can find his score is by the number on his questionnaire.

Prepare a set of templates for scoring the answer sheets by taping or gluing an answer sheet to a piece of cardboard and cutting holes through the answer sheet and cardboard after the appropriate numbers. Make one template for the Indoctrination score (I), one for the Clarification score (C), and one for the Concern for Other Values (O) score.

Prepare large sheets of paper on which individual scores can be recorded and taped to the wall. These should be large enough to be read by everyone in the group from a distance. (See the appendix for a sample of the form that has been used.) The scores can be recorded on a blackboard, but if they are left taped to the wall on paper, participants will refer back to them from time to time during the workshop.

It is important that the instructions for completing the individual questionnaires be given very carefully. Although they are written quite clearly on the questionnaire, some participants invariably do not read or they misread the instructions. Go over the instructions with the group, explaining that they are to select only 9 teacher behaviors from the list of 21, according to their own feelings about which are most important. If someone asks why they should select 9 rather than 10 or some other number, tell them that we cannot compute a meaningful individual score for them unless they select 9 as instructed. Go through the instructions, telling them that when they have selected 9, they are then to assign 9 points to the item they feel is most important, 8 points to the next most important, and so on, down to 1 point assigned to the one they feel is least important of the nine behaviors they selected. Tell them that if they do not follow these instructions carefully, the training staff will not be able to score their individual answer sheets. Suggest that they work quickly. We would like to take no more than about 20 minutes for this task.

Instruct the participants to transfer the points they assign to the nine numbers to the answer sheet attached to their questionnaire. Unless these instructions are given very carefully, some participants will use their own system for transferring numbers. It is best to give an example on the blackboard or newsprint pad. Explain that if a person has assigned 7 points to number 2, he should write a 7 in the space after 2 on the answer sheet. If he has assigned 3 points to number 6, he should write a 3 after number 6 on the answer sheet, and so on.

Tell the participants that it is not necessary to write their names on the answer sheet. We do not need to know who they are. When we compute an individual score for them, they can find their score by the number in the corner of the page.

It is a good idea to walk around among the participants as they are completing their questionnaires to answer any questions they might have. Collect the answer sheets as they are completed. If time is available, glance over the sheets to see whether they have been completed correctly.

When the questionnaires have been completed and the answer sheets collected, break the participants into small groups and give them the small group instructions (ICAV3). It is a good idea to give them a copy of the written instructions and to go over it with them. Be sure to emphasize that we are asking for a consensus from the group. Point out that this means that they are not to arrive at a decision by averaging points assigned to items or by voting, but that they are to attempt to arrive at agreement through discussion of the reasons each person had for selecting one item rather than another. Inform them that we will meet in a total group to share what the small groups have discussed and decided. Allow 30 minutes to one hour for this activity, depending on the time available.

When deciding how to break into groups, allow the participants to make the decision. Suggest that there are advantages and disadvantages to both heterogeneous (mixed) and homogenous groups, and let them decide which would be best for them. Suggest that group size is an important factor, that groups of 8 to 10 allow a good mix of ideas and yet are not too large for everyone to be able to participate.

While the small groups are arriving at a consensus, score the individual answer sheets and transfer these scores to the large sheet to be taped to the wall. (Someone can start scoring the sheets as soon as the first one is handed in.) Using a template that can be placed over the answer sheet, compute a score for Clarification orientation by summing the points assigned to clarification items on the questionnaire (See Appendix B--ICAV4, Scoring and Consolidating Values Education Questionnaire), a score for Indoctrination orientation by summing the points assigned to indoctrination items, and a score for Concern for Other Values by summing the points assigned to these items. Sort and sequence the answer sheets by computing a difference score, subtracting the Indoctrination score from the Clarification score. If the Indoctrination score is higher than the Clarification score, a minus Difference score will result. Sort by Difference score from high positive to high negative. Record the scores on the large sheets prepared beforehand, listing the participant's number from the corner of the answer sheet first, followed by the Difference score (D), Clarification score (C), Indoctrination score (I), and Concern for Other Values score (O). (See example below.)

Example

No	35	4	15	1	11	61	41	14	32	17	12	24	58	36	50	38
D	45	41	30	23	21	16	8	6	2	0	-2	-7	-8	-13	-19	-21
C	45	41	35	30	24	28	20	21	17	17	17	14	14	13	9	7
I	0	0	5	7	3	12	12	15	15	17	19	21	22	26	28	28
O	0	4	5	8	18	5	13	9	13	11	9	10	9	6	8	10

The group consensus activity provides the first intensive small group interaction. It is important to introduce the first group process questionnaire at the end of the group discussion and provide time for evaluation of the group interaction. This is discussed at length in Component 6.

When the small groups have arrived at a consensus and completed their group process discussion, the total group should reconvene in general assembly to share. Ask each group to report. Encourage each group to report how they arrived at a consensus as well as the results of the consensus. Record the behaviors (items) selected by each group on the blackboard or newsprint pad. Examine differences and agreements among the groups. (Usually there is a great amount of agreement.)

When the reports from the groups have been examined and discussed, explain the purpose of the exercise (see the first paragraph of this section) and the questionnaire. Explain that nine items in the questionnaire were written to lean more toward indoctrination and nine to lean more toward clarification, and that the questionnaire was designed primarily to differentiate between these two orientations (which are predominant in the values education literature). Three of the items are related to neither clarification nor indoctrination, but relate to concern for, awareness of, or respect for values that may be different from one's own. Read the numbers of those items which lean toward clarification, those toward indoctrination, and those which deal with concern for other values, so that the participants can check these items on their questionnaire. You may wish to refer back to the results of the small group consensus to see the extent to which the three categories are represented.

Next, refer to the individual scores posted on the wall and explain how they were computed and how they can be interpreted. With all scores posted, it is possible to see where the group is as a whole, the range of scores, and the extent of agreement or disagreement. Explain that there is no relationship between the O score and either the I or C score, except that the I and C score will be diminished by the O score. This would mean that a 45 on Clarification (out of 45 possible points) would be no higher than a 25 if 20 points had been assigned to Other Values. The same is true for Indoctrination.

Interpretation of the individual scores will have to be left up to each individual. The most we can say is that if a person's clarification score is quite a bit higher than his indoctrination score, he appears to be oriented in this direction (and vice versa). Each person will have to determine for himself whether the score actually reflects what he believes, and why he would select these items if it does not. There is also the question of the extent to which a person's behavior in the classroom actually reflects what he believes he should be doing. It is up to the individual to explore this relationship for himself, through self-assessment.

There are some things that the entire group might want to consider, however. What is the effect on students who have to bounce back and forth between teachers who have very different orientations? Most students can probably learn to play the game of psyching out the teachers, but how do they feel about the system and the teachers when they have to make these kinds of adjustments? What consideration is given to the orientation of the student? What if the student doesn't like indoctrination? Should he be subjected to an indoctrination oriented teacher regardless of how he might feel about it? Are there some students who cannot function when value decisions are left up to them? If we think so, how do we know? Do some students (all students?) need strong guidance (indoctrination) until they are old enough to make their own decisions? When are they old enough? We hear this argument from college teachers as well as elementary teachers. When and how can a person learn to make his own value decisions if someone else is always making them for him?

It is difficult or impossible to interpret the scores of those persons who are in the middle, neither indoctrination nor clarification. They present a confusing picture to the trainer, but the question is, do they also confuse the student? Do they clarify in one instance and indoctrinate in another? Does the student know when and why to expect one or the other? Do the teachers know when they are clarifying and when they are indoctrinating, and how do they justify doing one or the other in specific situations? It might be well for these persons to do some self-exploration, to find out where they really stand with respect to these issues and to explore the possible consequences of the apparent lack of consistency in relations with students.

Another important consideration is the problems that can arise when teachers with very different orientations and philosophies are required to work together. How can they arrive at agreement about activities or interaction with students? How do they feel when they see another teacher doing something with students that they feel is wrong or harmful? How can they learn to discuss and resolve these differences? What are the implications of these concerns for both the workshop and staff interaction in the school?

There is the question, also, of parent concern and parent involvement. Do the parents want the schools to teach their children certain values? If so, how do they want these taught? How do you cope with conflicting interests and demands of different parents? How can you involve parents in a discussion of these issues and clarify your own position and approach?

In discussing the Concern for Other Values scores, it would be well to point out that there usually is little difference between clarification and indoctrination oriented persons on concern for other values. They might approach the task of teaching concern for other values in quite different ways, however.

COMPONENT 2

AFFECTIVE GOALS AND OBJECTIVES

This component consists of a series of exercises designed to guide participants through a modified needs assessment, the identification of priority affective goals, definition of these goals, and development of more specific objectives from these goal definitions. It includes the following exercises or activities:

- o Needs Assessment
- o Identification of Affective Goals
- o Goal Definition and Objectives Specification

Needs Assessment

After completion of the Values Education Exercise, participants should be ready to begin working through the outline of activities presented during the introduction to the workshop. Following the outline, the first logical activity is the Needs Assessment. The purpose of the Needs Assessment is (1) to expand the thinking of the participants beyond conventional goals of education they might have read in textbooks or inferred from their own educational experience, (2) to take a look at the broader world and society and the place and purpose of education within this world, and (3) to generate an analysis of characteristics of persons who would be effective or ineffective in this society.

Procedures

By brainstorming in small groups (or in the total group), participants explore the nature of the changing world of the present and the world predicted for the future, with special emphasis on implications for education--that is, the kind of world for which students should be preparing. Groups then brainstorm the characteristics of the effective person (a happy, coping, contributing member of society) and ineffective person (unhappy, unable to cope, or one who is contributing to problems rather than solutions) in such a world.

Instruments That May Be Used With This Exercise

ICAN1--Needs Assessment (characteristics of the world)
ICAN2--Needs Assessment (characteristics of the effective person)
ICAN3--Needs Assessment (characteristics of the ineffective person)

Suggestions to Trainers

The Needs Assessment described here departs from the conventional needs assessment and is much shorter than most. We have found that most persons asked to list goals for education will come up with very conventional goals based on what they have read or what they have inferred from their own experience. It is important to change the frame of reference from one of thinking about the conventional classroom to thinking about the larger world outside and the preparation of the child or young person to live and work in that world as a happy, contributing member of society. This expands the thinking of the participants beyond subject-matter concerns, or behavior and attitudes in and toward school. This rationale is shared with the participants in the introduction to the activity.

We feel it is best not to follow the approach being used by many persons and groups across the country in which participants are asked to establish priorities based on a list of goals provided. It is best not to constrict the thinking of the participants to a list prepared by someone other than the participants. Any list the participants develop is usually equally as good as one that might be provided, but even if it were not as good, it is a virtual certainty that they would accomplish more with their own list, because of increased understanding and commitment.

Following the introduction to the activity, hand out the first sheet of instructions (ICAN1) (or give the instructions orally). Brainstorming can be done either in small groups or in general assembly. Make certain that the groups understand that you are asking them to brainstorm. They are to avoid evaluating at this point. Whatever comes to their minds in thinking about the characteristics of the world should be shared and recorded, but not evaluated or discussed. If brainstorming is done in small groups, ask that the ideas be recorded so that they can be reported in general assembly. If the brainstorming is done as a total group in general assembly, someone should write the ideas down as they are given. It sometimes helps to have two persons writing to keep up with the ideas from the group and to encourage the rapid flow of ideas. Allow no more than about ten minutes for this activity.

If the brainstorming is done in the large group, all ideas will be visible to the total group on the blackboard or newsprint sheets. If it is done in small groups, the groups should return and share.

If the small groups did not record their ideas on large sheets of paper that can be taped to the wall for the total group to see, someone should write the ideas on a blackboard or newsprint as they are reported by the small groups.

This activity should result in a long list of words describing various characteristics of the world in which students must learn to live and work. This list now provides the basis for the next two activities (ICAN2 and ICAN3), which can be conducted in any one of several different ways. Small groups might brainstorm characteristics of the effective person first, followed by brainstorming characteristics of the ineffective person, or they might prefer to work on characteristics of both the effective and ineffective persons at the same time. Both ways have proven to be effective. Another approach is to break the total group into two groups, instructing one to brainstorm characteristics of the effective person and the other characteristics of the ineffective person. If time is running short, this may be best.

Following the sharing of the results of the effective/ineffective person activity, allow time for discussion of the exercise and the implications for education. How many of these characteristics are affective in nature or higher order cognitive (problem-solving, decision-making, evaluation, goal-setting, planning, etc.) as opposed to lower order cognitive (memorization of facts, comprehension of concepts presented)? What are we doing to achieve the effective (positive) characteristics in most classrooms? To what extent are most instructional programs and classroom situations intentionally designed to achieve these outcomes? To what extent do we see the negative (ineffective) characteristics among students and graduates of our schools? What kinds of experiences are students having in schools that would reinforce the development of these characteristics? What is being done in schools to prevent these characteristics from developing? What should be done in schools? To what extent should education share in the development of the effective characteristics? Which, if any, characteristics are more the responsibility of the home, the church, or some other institution rather than of the schools? What happens if this responsibility is not assumed by another institution?

The exercise is discussed as a tool that might be used by teachers or administrators in working with other faculty, parents, or students.

It has been used effectively with parents to involve them in helping to define the purpose and goals of the school. It has also been used with students as a way of beginning to involve them more in identifying their own educational goals (as low as fifth grade in our experience).

The lists of characteristics of the world, characteristics of the effective person and characteristics of the ineffective person should be consolidated and duplicated. A copy should be given to each participant.

Identification of Affective Goals

The purpose of the Affective Goals exercise is to provide time and procedures for the identification of affective goals and priorities. The Identification of Affective Goals is an important exercise in that the goals selected by the participants will be the basis for subsequent activities throughout the workshop.

Procedures

Using the results of the needs assessment and any other resources or ideas, participants identify those affective goals which appear to be most important for the students of their school(s). Participants then examine the goals they have developed, to determine the types of needs reflected in the goals (ICA05).

Instruments and Handouts

ICA01--Goal Identification
ICA02--Outline of Affective Education Goals
ICA05--Types of Needs Reflected in Goals Set for Students
Affective Goals of Education

Suggestions to Trainers

The Goal Identification (ICA01) is handed out, and participants are instructed to work in their small groups to identify those affective goals they feel are most important for the students in their school(s). It is suggested that they keep the results of their needs assessment in mind, translating the characteristics of the effective person into goals of education, according to their own priorities. The two-page Outline of Affective Educational Goals (ICA02) is also handed out as an additional resource. It is explained that the outline consists of key words extracted from goals obtained from a survey of the states and territories of the United States. A more complete discussion and listing of these goals in contained in the IERSC publication Affective Goals of Education, which is sometimes useful as a resource to the group.

The participants are instructed to use whatever other resources they have available to them in developing their list. They are also told that they should consider any list provisional, subject to modification as they work with it, but that it should be as comprehensive as possible and should represent their concerns and priorities. Participants are advised not to treat this activity as an academic exercise, but to assume that these will be the goals they will be working toward in their school. It is important to tell them that no particular form is required for the goals; they should state the goals in whatever way makes the most sense to them as participants. It is suggested that they not take the time to write goals in behavioral objectives form.

When the small groups have completed their task (usually, an hour to an hour-and-a-half is allowed for this activity), they meet in general assembly to share their goals. Following the reporting from small groups, time is allowed for discussion.

Participants are then asked to examine their goals to identify the types of needs represented, using the form "Types of Needs Reflected in Goals Set for Students" (ICA05). It is well to point out here that most of the goals generated in the examination of characteristics of the effective person reflect needs of society and to some extent assumed needs of the individual. What we were really doing in this exercise was deciding what kinds of people we would like to see in this world to make it a better place to live. This is legitimate, of course, but perhaps the students should have something to say about this, too, since it will be their world as well.

To clarify what is meant by "Teacher Needs" and "Program Needs", it helps to give an example. One approach to clarification that has proven effective is to ask the participants to define responsibility as if they were students. How do they think students would define responsibility? Typical answers are: "Turn your work in on time," "Sit still and be quiet," "Don't run in the halls," "Come to class prepared," "Listen when the teacher is talking," "Do your homework assignments," etc. These are in fact the kinds of definitions students usually provide. They can then be analyzed in terms of the kinds of needs represented, and it is readily apparent that these are for the most part teacher and program needs. Participants might then brainstorm other teacher and program needs.

It is good to point out that these needs are important, but that too often they take precedence over other needs in the classroom. In making this comparison, we do not mean to imply that teachers' needs are not important. Self-sacrificing teachers usually are not very effective. What we are suggesting is that it would be better to have a balance of needs represented in goals and activities in the classroom. For example, how much do we as teachers usually consider student felt needs? And how much are we really aware of these needs? Perhaps if we were more considerate of their needs, they would be more considerate of ours.

Participants should be allowed some time to look over their goals and to identify the kinds of goals that would appear in the different categories. Suggest to the group that other needs might be important to consider, also (parents' needs, for example). On the basis of this analysis, they might want to develop a more complete set of goals.

Before allowing the participants time to look over their goals, we sometimes introduce some material to clarify assumed and felt student needs. Use your own judgment to find the time that would be most appropriate for this input.

The model provided by Fantini and Weinstein[3] might be useful. They interviewed a large number of students to identify their problems as they perceived them, and found that most problems expressed by students fell in three categories: lack of identity, disconnectedness, and feelings of powerlessness. It is more effective to let the participants help define these three areas than to define them yourself. One approach is to ask what kinds of questions a person might ask within the three areas. Begin by giving an example. If the group is slow or needs help, trainers should feel free to suggest ideas along with the group.

---

[3] Mario Fantini and Gerald Weinstein, Making Urban Schools Work, New York: Holt, Rinehart, and Winston, 1968.

The question of identity begins with "Who am I?" Other questions usually contributed are: "What kind of a person am I?" "Where am I going?" "What is going to become of me?" "What are my goals in life?" "What are my capabilities, strengths, weaknesses?" "What kind of a person do I want to be?" "What interests me?" "What is important to me?" "How am I different from other persons?" "What do I have in common with others?" "Do I like being different?" "Do I like myself when I try to be like others?" "What do I like/dislike about myself?" "What am I learning about myself?"

Connectedness has to do with establishing and maintaining meaningful relationships with significant others. The first question is probably "Am I valued by or important to someone?" Others might be: "Do people like me?" "Do I have many/any friends?" "Do people respect me?" "Does the teacher think of me as a person or just another number?" "Am I treated as someone she likes?" "Do other students want to sit by me or work with me?" "Is anyone interested in me and my problems?" "What do people think of me?" "What must I do or be to have people like and respect me?" "How could anyone like me?" "If people really knew me would they like me?"

The question of power is one we hear a lot about these days--Black power, Red power, Brown power, student power, etc. Too often it is thought of and treated as a power conflict, a win-lose situation in which one party or the other must lose. We fail to recognize that this is a fundamental question in the formation of a healthy, mature personality. The basic question is "What power do I have over my own destiny?" Others might be: "To what extent am I controlled by others?" "What important decisions am I allowed to make?" "To what e[illegible] do people listen to me, value my opinions?" "To what extent am [illegible] allowed to participate in making decisions that are going to affect me?" "When can I do what I want to do?" "When can I do what interests me?" "Why can't I do this they way I want to?" "Why can't we set the rules?" "Why do we have to wear short hair?" "Why can't we wear jeans?"

The three categories are not independent, of course. Each affects and is in turn affected by the other. A person's identity and self-esteem depend to a great extent on his perceptions of the kind of person others, particularly significant others, think he is. A person with low self-esteem has fewer friends, and expects others to see him as a person of little worth. A person who sees himself as controlled by others has little respect for himself and cannot see how others can respect him. So it becomes a vicious circle.

The question we are most concerned with is what do and can schools do to contribute to growth in these three areas, and what are they doing to contribute to feelings of lack of identity or self-esteem, disconnectedness, and powerlessness. If students are not treated and valued as individuals, how can they learn to value themselves? If students are always expected to do what someone else wants them to, or to meet others' standards and expectations, how can they find out what interests them? Too often it is considered not fitting or proper for students to waste school time with their feelings, reactions, interests, needs, desires, concerns, likes, dislikes, problems, ambitions, etc.

Disconnectedness is reinforced in schools by depriving students of any meaningful discourse with their peers at the feeling level. What little time they are allowed to talk with their peers must involve intellectual discussion of academic subject matter, to demonstrate one's knowledge and understanding of what the experts have to say, and one's ability to critically analyze, interpret, and evaluate on the basis of this understanding. It is also reinforced by formal, businesslike relations between teachers and students. It is important that students develop meaningful relationships with adults as well as with their peers.

The need for connectedness is so strong that groups will form in spite of the system. Very often the system provides the vehicle or motivating force for formation of counterdependent groups--groups whose values, standards, and goals are contrary to or in defiance of the system. Teachers often complain about peer pressure, which usually is in conflict with their own goals for the students, but they fail to realize that they themselves are creating the conditions that require the formation of counterdependent groups.

We promote disconnectedness also through competition. Many teachers will argue for competition, saying that it motivates people. The assumption here is that students are naturally lazy and wouldn't do anything if they weren't motivated by an outside force. This may be true if we are always requiring them to do something someone else wants them to do. It is argued, also, that competition must be taught in schools to prepare students for the real, competitive world. But what are the consequences? If rewards are dependent on defeating or surpassing another person, one cannot help that person, support him, or trust him. Through competition we learn not to cooperate (except in team competition), to help to support, to share, to be open, to trust, or to show compassion, at the very time when one of the most important needs we have is to learn to establish meaningful relationships with others.

We talk a lot about initiative, self-directedness, and independence in schools, but how often do we mean showing these characteristics in doing what one is told to do, carrying out assignments, following instructions, etc.? How often do we really mean that the student should think for himself and do what interests or is important to him? What decisions do we allow the student to make? What do we do when he makes the wrong decision (not the one we wanted him to)? To what extent do we involve him in establishing the rules he is expected to follow? To what extent to we involve him in deciding on his learning goals? To what extent do we involve him in deciding how to go about achieving these goals? To what extent to we involve him in assessing progress and evaluating the program?

These and other questions should be asked by the school staff in deciding what goals they feel are most important and what changes or modifications would have to be made to achieve these goals. The question of opportunities or conditions that could be provided to facilitate or support the achievement of these goals should be held for a later session in the workshop (Component 4).

Another brief input and discussion closely related to the discussion of identity, power, and connectedness is the presentation of a developmental sequence that we see in working with groups (adult as well as children):

Dependence
↓
Counterdependence
↓
Interdependence
↓
Independence

Anyone coming into a new situation is bound to be dependent until he feels secure, even teachers coming into the workshop. This is particularly true, however, of young children coming into kindergarten and the first grade. They are highly dependent on the teacher. As a result, we find that they are cooperative and compliant, usually very pleasant to be around. By the time they reach the upper elementary grades, however, and particulary in junior high, we find that many have become highly counterdependent. They no longer cooperate. They are difficult to control. They don't like or respect teachers or the system.

So what do we do when we find that students are becoming counterdependent? We liked them and they liked us before. Now they don't like us and if we are honest with ourselves, we don't like them. It was much more comfortable when they were at a dependent stage, so we do everything we can think of to force them back into this stage.

If we recognize that this is a necessary stage of development if a person is to become a mature, self-reliant adult, it is easier to tolerate. We can help the student work through his counterdependence to a stage of interdependence, where he decides that we really aren't so bad after all, perhaps not as intelligent and capable as we think we are, but we mean well, people need each other, and we will accomplish more if we help each other.

What we would like to achieve, of course, is independence, a stage where decisions are made on the basis of neither dependent nor counterdependent needs. The student will not have to make decisions to insure our love, acceptance, and protection, and he will not be making decisions out of spite or to rebel, to prove his own independence and worth as an individual. A healthy individual can make both interdependent and independent decisions as they are appropriate. He does what is good for him, but taking the interests, concerns, and welfare of others into consideration.

Goal Definition and Objectives Specification

This exercise is designed to involve participants in activities which translate broad affective goal statements into specific objectives.

Procedures

Working individually or in groups of two or three persons, participants review the goals identified and select those which they feel are of highest priority (those they feel they would like to see as outcomes of their contact with students) and those outcomes they feel they are most likely to be able to influence (either positively or negatively). They then select one of these for definition and clarification by expanding the goal statement to define the behavior, attitudes, etc., encompassed within or characteristic of this goal area (ICA03). From this analysis, participants develop a list of specific outcomes (objectives) which would adequately define this goal are (ICA04).

Instruments

ICA03--Hypothetical Student
ICA04--Objectives Specification

Suggestions to Trainers

For this exercise, it is important to form smaller groups, or even to work as individuals. It is best if the groups are homogenous, teachers who work with the same age group or teach the same subject matter. Introduce the activity by pointing out that 80% or 90% of the goals in nearly every list developed by State Departments of Education, school boards, or other groups are affective or higher order cognitive, yet when we see what is happening in the classroom, it is obvious that the lower order cognitive goals have taken precedence. There are probably many reasons for this, but one reason might be that these goals are usually so general and abstract that it is difficult to translate them into meaningful activities or to measure them. It is important, therefore, that we define them more explicitly and generate specific, concrete objectives within each general goal area.

One way that has proven effective in doing this is to describe a hypothetical person who exhibits the characteristics assumed under the general goal area. Hand out form ICA03 to the participants and suggest that each group or individual first study the goals identified and select those which they feel are of highest priority for their students. From this list, select a high priority goal, then describe a hypothetical student who would exemplify the characteristics of this goal. For example, if the goal selected were self-esteem, or positive self-regard, describe a student who would have high self-esteem or positive self-regard. What would he be doing, feeling, thinking, etc.? How would he behave in the classroom? How would he approach his school work? How would he relate to the teacher, other adults, or to his peers?

When the hypothetical descriptions are completed (allow approximately 30 minutes), they should be compared and analyzed by the groups. What is usually observed is that there is a great deal of overlap, which indicates that these concepts are not clear and that the characteristics (goals) are not independent. Self-concept, self-reliance, responsibility, achievement, relations with others, attitudes, personal goals, values, etc., are very much interrelated and interdependent. If in the comparison, it becomes clear that certain aspects of a description would fit better under a different goal, the change can be made.

Following the description and comparison, form ICA04 should be given to the participants, with instructions to use the hypothetical description to identify and define specific objectives that fall within each general goal area. In looking through the description, it should be possible to categorize and name the various elements of the description. The short descriptions of each category form the basis for specification of the objectives. Insofar as possible, each should be distinct from all the others, yet taken together they should define the general goal area from which they were taken.

Allow whatever time the participants would like to take for this activity, but it should not take over half an hour to forty-five minutes. Make certain the participants understand that they are not being asked to write behavioral objectives at this point. The objective should not name a specific behavior in a given situation, but should allow for appropriate behaviors in a variety of situations. Behavioral objectives are different and will be dealt with later.

It might not be advisable to share objectives in the large group at this time, but arrangements should be made to duplicate the goals selected as high priority goals and the specific objectives developed from these goals. A copy should be given to each participant as soon as they are reproduced (first thing in the morning of Day 2, if possible).

COMPONENT 3

AFFECTIVE ASSESSMENT AND MEASUREMENT

This component is designed to allow participants to examine the problems of affective assessment and a suggested approach that may differ somewhat from their expectations. As an exercise, participants determine the kind of evidence they would accept that a particular affective objective was being achieved. In a short workshop, this is the extent to which affective assessment and measurement are treated. Subsequent workshops and meetings are necessary to explore ways of collecting and feeding back data, possible data sources, and various measurement procedures and techniques. The following activity is included in this component:

- Evidence Specification

Evidence Specification

Procedures

Participants explore the kind of evidence they would accept that a student was achieving selected objectives. It is suggested that participants work individually or in groups of two or three again in this exercise, and that they then share in their school groups or other meaningful larger groups.

Instruments and Handouts

ICAM1--Evidence Specification
Measurement in Support of Affective Education
Behavioral Objectives in Perspective

Suggestions to Trainers

This exercise is sometimes most effective if conducted immediately following objectives specification. If the participants are concerned and talking about conditions for achieving objectives or changes they need to make in the school, however, it may be better to hold this exercise until later.

Participants are not expected to develop a complete assessment, evaluation, feedback system in the short time allowed in this workshop. The purpose of this exercise is to modify the expectations of many teachers that a measurement system will be imposed on them or that their own observations and data will not be acceptable. It should be pointed out to participants that they are constantly collecting data in the classroom and making decisions on the basis of that data. We would like to legitimize teacher observations, through improvement of their accuracy and scope and by helping to develop a more systematic and comprehensive procedure for collecting and recording such data. We are also concerned about data provided by the students (i.e., self-report, peer ratings, etc.), and feedback of data to students for their use. We are not ruling out other sources of data, of course, or other users of data. It is suggested that participants read the paper "Measurement in Support of Affective Education," if they have not already done so.

In this exercise, the focus is on data the teacher would find acceptable as evidence that individual students were achieving selected affective objectives. This would include data from any source available to or trusted by the teacher.

Form ICAM1 is handed out to the participants and discussed briefly. Trainers should make sure that participants understand the three steps involved. It should also be pointed out that these steps do not necessarily result in a behavioral objective but that, if desired, behavioral objectives can be written from the results of this analysis.

This is an appropriate time to discuss behavioral objectives in relation to the objectives generated before. Behavioral objectives do not constitute the purpose of a learning activity, and for this reason are not really objectives that would justify the learning activity. They are, instead, only indicators of achievement of objectives, one bit of evidence available that the objectives are being or have been achieved. Other evidence might be equally important, however, and equally useful. It should be suggested that participants refer to the paper "Behavioral Objectives in Perspective" for clarification and expansion of these points.

Allow thirty to forty-five minutes for the individual or small group work and approximately an equal amount of time for the sharing. Time will depend to a great extent on the involvement and priorities of the participants, and should be checked out with them.

In summarizing, it is useful to refer again to the first form, ICAG1, Outline of Procedures for Developing Affective Goals, Methods, and Measurement, to show how measurement relates to both Outcomes and Process. It is important to keep the distinction clear between the two types and uses of measurement. Refer the participants to the Behavioral Objectives in Perspective Paper for elaboration.

Consolidate and duplicate the evidence specified by the small groups. A copy should be given to each participant.

COMPONENT 4

CONDITIONS FACILITATING AFFECTIVE GROWTH AND DEVELOPMENT

This component allows participants to explore conditions facilitating and conditions inhibiting affective growth and development. It consists of two to three activities:

- Identification of Conditions Facilitating and Inhibiting Achievement of Objectives
- Assessment of School Climate and Philosophy
- Educational Process Analysis

Exploration of Conditions For Affective Growth and Development

Participants explore conditions which would be expected to facilitate and those which would inhibit achievement of the objectives they had selected, focusing on school climate, staff relations, methodology, curriculum, specific strategies and techniques, teacher/student interaction, peer interaction, etc. Assumptions regarding the nature of the learner and the learning/teaching process are examined. Innovations such as individualized instruction, flexible scheduling, team teaching, non-graded classrooms, abolishing letter grades, use of small groups, experiential and participative methods and techniques, and use of the community as a resource are explored with reference to achievement of affective objectives.

Procedures

Participants first complete the Assessment of School Climate and Philosophy Questionnaire (ICAC2) or the Educational Process Analysis (ICAC3), or both. They then complete an exercise to generate a list of facilitating and inhibiting conditions in their school or classroom (ICAC1). Results of the questionnaires are fed back and discussed by the total school group. The group then reviews its consolidated list of inhibiting and facilitating conditions in the light of the questionnaire results and discusses the changes participants feel might be necessary or desirable in the school or classroom. Several handouts are made available as additional reading resources.

Instruments and Handouts

ICAC1--Conditions Facilitating and Inhibiting Achievement of of Objectives

ICAC2--Assessment of School Climate and Philosophy

ICAC3--Educational Process Analysis

ICAC4--What Kind of Learner Do We Want?

ICAC5--Toward a More Responsive Classroom

ICAC6--Tentative Working Statement of School Philosophy

ICAC7--Power and Decision Making in Education

ICAC8--Comparison of the Open and Closed School Systems

Suggestions to Trainers

Considerable discussion of conditions will usually have taken place before this time, because it is probably impossible for a group of teachers to discuss affective objectives without beginning to consider conditions which allow or contribute to the kinds of behavior, attitudes, values, etc., identified. This exercise provides an opportunity to explore conditions in much greater depth, with some guidance, tools, and information from other resources and projects.

It is good to begin by having the participants complete the questionnaire on process analysis. It is not essential that this sequence be followed, however. If it is more convenient the participants brainstorm first. If they complete the questionnaire first, training staff can begin consolidating results from the individual questionnaires while the participants are brainstorming and discussing.

This questionnaire is most effective if used with the staff of one school, because the issues discussed will affect the entire staff, and all staff should be involved in their clarification and in any decisions that are made. If a mixed group of teachers (from different schools) is working together in the workshop, the climate part of the questionnaire might not be too useful except for their own consideration as individuals.

For the brainstorming session, it is best to work in small groups, with each group selecting a high priority goal or objective and exploring conditions which would facilitate and conditions which would inhibit its achievement. It is a good idea in the introduction to this activity to suggest that conditions might include climate or atmosphere in the school, teacher attitudes, teacher-student interaction, student attitudes, peer interaction, specific strategies and techniques, etc. Following the brainstorming session (probably 20 to 30 minutes), the groups should share.

It is sometimes asking too much of the participants to expect them to work through the Assessment of School Climate and Philosophy (ICAC2) and the Educational Process Analysis (ICAC3) both individually and as a group. Although any of several different ways of working with these two questionnaires might be effective, one way we have used the two has been to have the participants fill out only the climate and philosophy questionnaire individually.

Following the brainstorming session and sharing, the process analysis questionnaire can then be completed individually followed by group discussion and consensus, but it has proven to be as effective, if not more effective, to break down into small homogenous work groups and complete the analysis as a group. Each issue raised in the questionnaire should be examined carefully, discussed for clarification, and analyzed with respect to its probable or possible relationships to affective outcomes (positive or negative).

The group discussion of the process analysis questionnaire provides a good basis for the Roles in the Group Exercise (see Component 6, Group Process Evaluation). Unless participants are hostile toward group process at this time, it would be advisable to conduct the Responsible feedback exercise as well before feeding back the consolidated data from the questionnaires (again see Component 6).

Following the Responsible feedback exercise, the individual climate and philosophy questionnaires should be returned to the participants. Time should be allowed to examine the consolidation of the climate and philosophy data as a total group or in work groups, depending on the number of participants in the workshop. The data should be recorded on large sheets and posted on the wall. The group should examine the results in terms of problem areas, staff differences in philosophy or perceptions, and indications of changes that should be made. The implications of these changes should be discussed. Areas where there appears to be considerable disagreement among the staff should be explored. Staff should be allowed time to clarify their positions and to examine differences. The issue of student and parent involvement should be explored. To what extent should parents and students be included in similar discussions?

If this discussion took place in small groups, each group should summarize its discussion in general assembly--problems identified, concerns, and recommendations, if any. Some time should be allowed for discussion in the large group. Very often, the teachers are anxious at this point for the principal to clarify his position with regard to these issues, and questions might be raised regarding the positions of the superintendent, the school board, and the community.

When consolidating the data from the questionnaires, it is good to separate the principal's responses from those of the teachers. This puts the principal on the spot, and should not be done without his consent. Separating his responses allows the teachers to see where he stands regarding these issues, which is always a crucial question in their minds at this time.

COMPONENT 5

IMPLEMENTATION OF AN AFFECTIVE PROGRAM

This component is designed to help the participants decide whether they wish to implement an affective program in their school and, if so, to formulate their plans for doing so. The exercises attempt to assist staff exploration of anticipated problems and alternative solutions or courses of action for implementing the program. They also allow for further exploration of staff views, differences, and concerns. This component includes the following activities and exercises:

- Critical Incidents Exercise
- Force Field Analysis
- Action Plans

Critical Incidents Exercise

This exercise is designed to present a number of short incidents involving teachers and principals in problem situations commonly encountered in schools attempting to implement an affective program. Most of the incidents presented are actual situations from schools attempting to make such changes. The exercise enables a staff to examine the kinds of problems they can expect to encounter as they begin to effect changes in their own school. The participants are not only exposed to the variety of approaches which might be taken to solve these problems, but usually become aware of the diversity of opinions, attitudes, and ideas that exist in their own group. The incidents have been written from varying viewpoints to aid the staff in learning to understand the different dimensions of a problem.

Procedures

Participants are instructed to complete the incidents individually, following the instructions given on the first page of the instrument. When the participants have finished the individual work, they are asked to meet in small groups (of 8 to 10 persons) to discuss the incidents and arrive at a consensus regarding the extent to which they agree or disagree with the action taken by the speaker in each incident and, secondly, what they believe a person should do in that situation. Groups then share the results of their discussion in general assembly.

Instruments and Materials

ICAF1--Critical Incidents Exercise
ICAF2--Critical Incidents Exercise Answer Sheet
ICAF3--Group Instructions

Suggestions to Trainers

After handing out the Critical Incidents Exercise to be completed individually, it is a good idea to present the instructions verbally. Emphasize that the participants are to read each incident quickly, then indicate the extent to which they disagree or agree with the person doing the talking in the incident, by selecting the appropriate number from the scale on the answer sheet and writing it in the appropriate place on the answer sheet. They are then to indicate why they agree or disagree in a very brief statement, followed by a statement of what they would do if they were the person in that situation. Suggest that they work quickly, and try to complete the questionnaire in about 30 minutes.

Ask the participants to keep their answer sheets, and inform them that they will be given additional instructions as soon as everyone has completed the questionnaire. Some persons work much slower than others. Rather than keep the entire group waiting for one or two persons, after about 25 minutes, tell the group that we would like to move on in about 5 minutes, and to try to finish by that time.

At the end of 30 minutes, present the instructions for the group consensus exercise. The participants are to meet in small groups of 8 to 10 persons to discuss the incidents and arrive at a consensus regarding the effectiveness of the action taken in the incident and what a person should do in such a situation. This discussion may be more meaningful in homogeneous groups than mixed groups, but this decision should be left up to the participants. If time is limited for the discussions, trainers should suggest that groups select a certain number of incidents (say 6 to 10) for the consensus discussion, based on importance of the incident and amount of disagreement in the group.

The groups should be asked to reach a genuine consensus, without voting or averaging individual numbers selected from the scale values. Averaging or voting is often an easy way to avoid exploring alternatives, examining differences, and resolving conflicts in the discussions. If a consensus proves to be impossible, they may indicate their majority, minority, or individual positions.

Arriving at a true consensus may be very difficult for some groups. If the second group process evaluation has not been used previously it should be used following this exercise. (See Component 6--Group Process and Evaluation.) If the decision-making handout has been introduced before this exercise, the groups can be asked to remain cognizant of the kinds of decisions made in trying to achieve consensus.

Some participants may complain that the situation is not sufficiently explained or they did not have enough time to work on each incident. Trainers can suggest that we may never know everything about any situation, often making decisions on the spur of the moment with little or no time to reflect or to collect information.

Some may say that these problems would never occur in their school, or they might be hypercritical of the person or persons in the incidents. It is good to point out that these are actual incidents, selected because they are typical of the kinds of problems that invariably develop when a school decides to make the kinds of changes the participants are exploring. The main purpose of this exercise is to provide the participants with the opportunity to examine such problems before they actually develop, to afford some basis for anticipating problems or if possible preventing them from developing. Exploring the various approaches to dealing with such problems hopefully will result in more considered and constructive reactions once the problems do arise.

In the group discussions participants begin the process of facing problems directly and discussing them openly. Individuals gain valuable insights into others' expectations and perspectives. This exercise also helps to establish and clarify standards of behavior acceptable to the staff and emphasizes the need for communication and mutual support in carrying out an affective program.

This exercise enables the participants to work through the many different views in the group and arrive at agreement or at least agreement to disagree. By increasing their understanding of the different positions and the possible consequences of the various actions they might tend to take, many potential staff problems may be avoided or minimized.

It is best to allow at least two hours for the exercise. The schedule should be flexible enough to allow for more time if necessary. As much as four to five hours have been used very profitably by groups which recognized these as real or potential problems of their staff.

An unrealistically tight schedule might force the groups to go through the motions of arriving at agreement, without becoming involved in a thorough, meaningful discussion.

In summing up the exercise, it might be pointed out that the critical incidents exercise is a very useful technique to use with students. Real problems in the classroom or school can be presented to the students in critical incidents form, for their analysis. The exercise allows a thorough examination of problems and possible solutions by the students. It communicates trust in the students as capable, responsible persons, and results in more effective interaction and better relations between students and staff.

Force Field Analysis Exercise

The main purpose of the Force Field Analysis exercise is to help participants build on the Critical Incidents Exercise in anticipating problems that might be encountered if the school decides to make changes in the direction of increased emphasis on affective education. A secondary purpose is to introduce the participants to a technique they might find useful in working with students.

Procedures

In small groups, participants brainstorm forces for and forces against change in their school. Results of the brainstorming are shared in general assembly. Again in small groups, or in general assembly if the total group is not too large, participants examine possible ways of increasing or strengthening forces for and decreasing forces against change.

Instruments and Materials

ICAF4--Force Field Analysis

Suggestions to Trainers

It should be pointed out to the participants that the Force Field Analysis is a very useful technique to use in any difficult decision-making situation. It is a simple way to identify and examine the problems and difficulties one can expect to encounter if he attempts to take a particular action, as well as the support and resources available to him. It provides the basis for action plans designed to reduce or weaken forces against and strengthen forces for the change desired. Teachers can use it very effectively with students, to help them formulate realistic plans for any action they may wish to take.

Hand out the form and discuss it very briefly, to make sure the participants understand what is meant by "forces" for an against. Illustrate with an example, if necessary. Explain that the change we are concerned with in this exercise is any change of the type we have been exploring in the workshop or that might be required by decisions to move in the direction of increased emphasis on affective education.

Have the participants break into small groups for the brainstorming session (whatever type group they wish to work in). Allow 15 to 30 minutes for the session, depending on the schedule or time available. Suggest that they be prepared to report the results of their brainstorming in general assembly. If newsprint pads are available to the groups, they can record the brainstorming and bring the newsprint sheets back with them to general assembly.

At the end of the allotted time, stop the groups and ask them to report to the general assembly. Allow some discussion for clarification, but suggest that they hold discussions of possible solutions for the following session.

When the sharing is completed, give the instructions for the next part of the activity. Explain that the next step in Force Field Analysis is now to analyze the forces for and against to determine what might be done to strengthen the forces for and weaken or eliminate forces against change. This is an important step in the formulation of action plans. If the group is not too large, say no more than 20 to 25 persons, participants may elect to work in the total group for this activity, because of the importance of sharing ideas at this point. If not, some means of sharing (in general assembly or by consolidating results of the small group analysis) should be agreed upon.

Action Plans

The participants have now explored the topic of educational change in sufficient depth to make decisions about changes they might wish to make, and to begin formulating action plans. Time is provided at this point to allow them to do so.

Procedures

Participants organize in whatever way is most meaningful to them to confront the decisions that are implied at this time and to formulate action plans.

Instruments and Materials

ICAF5--Action Plans and Follow Through

Suggestions to Trainers

The Force Field Analysis should have provided a good basis for a step that must be taken by the participants at this time. The training staff should review what has been covered in the workshop and suggest that the school staff now confront the decisions it must make. The principal should take the initiative now to assume a leadership role, because little can be accomplished without his guidance and support. Before turning the meeting over to the principal, hand out ICAF5, Action Plans and Follow Through, and suggest that the participants consider the questions in the handout:

1. Where do we go from here as a school? Are we satisfied with things as they are now? How much commitment do we have to decisions made?
2. Formulate action-plans to implement decisions made (who will do what, when, where, how?).
3. What are our needs (additional training, materials, resources, physical facilities, time, cooperation, support, etc.)?
4. How do we evaluate the effectiveness or impact of changes made? How do we insure follow-through?

COMPONENT 6

GROUP PROCESS AND EVALUATION

This component is treated separately, although in practice it is integrated into all other components. Since the workshop methodology relies heavily on the use of small groups, some instruction is provided in group process, and instruments are provided to facilitate evaluation of group effectiveness.

The objectives of this component are (1) to increase the effectiveness of the small groups in the workshop, (2) to increase individual and group effectivenes as a team working toward meaningful change in their school, and (3) to provide the participants with increased skills and understanding in working with groups which hopefully will transfer to the classroom. The small group is an effective tool for the teacher who is concerned with meaningful involvement of students.

In addition to considerations related to the mechanics of group process, it is important to recognize that intense discussions about the affective domain, student self-concept, attitudinal change, etc., and the procedures necessary to develop positive student affect usually evoke strong feelings and value positions in participants. The group process questionnaires facilitate sharing of these feelings and constructive resolution of conflict.

This component includes the following activities:

- Group Process #1
- Individualized Roles in the Group
- Responsible Feedback
- Group Process #2

Group Process #1

The first group process handout and questionnaire are designed to help the participants distinguish between group process and the tasks the group is undertaking and to begin assuming the responsibility for the effectiveness of their groups. The handout (ICAP1) explains the rationale for process assessment and the way in which process questionnaires and instruments will be used in the workshop.

Procedures

Participants read the handout on group process and then complete the Group Process Evaluation Questionnaire (ICAP2). Questionnaires are then consolidated by the group and a group discussion is held regarding the questionnaire results.

Instruments and Handouts

ICAP1--Group Process
ICAP2--Group Process Evaluation
ICAP9--Group Process Consolidation Form

Suggestions to Trainers

It is important to begin the group process activities early in the workshop and to establish process evaluation as an ongoing part of the workshop. The Group Process handout and questionnaire are most effective when the groups have completed a particularly difficult or involving task during the first day of training. If the Values Education exercise is used, the group consensus task usually provides excellent material for group process evaluation. It is important to schedule enough time to allot the groups to discuss the consolidation of the individual questionnaires.

A large newsprint or legal size paper should be provided to each group to consolidate the data, or the group can use a blackboard. It is better not to hand the material to the ranking member of the group, a principal, team leader, etc., or to someone who has assumed a dominant position in the group. This would only reinforce leader domination. Suggest that someone record the numerical ratings of the participants for each question, so that the group can see how many of its members chose each response on the different questions. The differences in perceptions and reactions should then be discussed. It may help to suggest a form the group might use for consolidating data (See ICAP9).

Trainers should walk around the groups to monitor the discussions. Some groups will go into "flight" in an attempt to avoid dealing with the feelings that have been generated by the discussion, or will dismiss it as being unimportant. Other groups will tend to treat the data very superficially.

Trainers should be cautious not to be trapped by a group into processing the group interaction for the participants. As an "outsider" monitoring the group sessions, there are many valuable observations a trainer could make, but this would reinforce the group's dependency on the trainer.

The instruments are one of the primary means of transferring responsibility for the learning and the learning process from the trainers to the participants.[2]

Trainers will often be asked by group members to interpret process questionnaire results. By suggesting to the group that they process this data, the trainer refrains from robbing the participants of a necessary learning experience. Trainer support and guidance in using the instruments is crucial, however. Helping a group develop a system for consolidating their data is different from telling a group what the data might mean.

It may help to ask a group which is silent, or discussing some content-related issue instead of the process evaluation, how they individually feel about filling out the evaluation and discussing it. Occasionally some hostility is encountered. Some participants will challenge the trainer and the use of such questionnaires on the grounds that process discussions "take away from" or interrupt the group's discussion. Others may raise the issue of sensitivity training; i.e., that the workshop is not supposed to be an encounter group experience.

---

[2] See A.R. Wight and Glendon Casto, Training and Assessment Manual for a Peace Corps Instrumented Experiential Laboratory, Center for Research and Education, 1969, Estes Park, Colorado, Peace Corps Contract No. 25-1708, for elaboration of this point.

These reactions are natural. It is suggested that the trainer expand on the points made in the handout, focusing particularly on the importance of learning small group skills for working with students. The small group is a very useful if not essential tool for involving students in meaningful discussions of attitudes, values, responsibilities, problems, etc. One of the main objectives of the workshop is to provide participants with the opportunity to increase their skills in working with small groups. One of the best ways to do this is to use their own small groups as a laboratory for group process analysis and evaluation.

Occasionally, someone will react to the questionnaire, or to the use of numbers: "Why do we have to use this questionnaire?" "We should be honest enough to say what we have to say to each other without having to use a piece of paper." Or, "Why do we have to use numbers?" "It is dehumanizing to put numbers on feelings or people."

In response to the first question, you might say that you agree, people should be able to talk to one another without having to use a vehicle. But since we normally do not talk about these things in a group, the questionnaire is a useful tool to facilitate this type of discussion. If these are not the important questions to be asking, what criteria would the participants agree on for an effective group, and how would they evaluate their own group against these criteria?

The handouts and instruments are only tools to help participants learn to assess and evaluate group process. Once they have learned to use the tools, they may no longer be necessary, or the participants might devise and use their own instruments as they feel the need. Processing should be done whenever it is considered to be necessary, not just at the end of a session. If the group is having difficulty with the accomplishment of a task, with problem-solving, or effective communication, the process of the group should be examined and dealt with at the time.

The use of numbers is more difficult to justify to someone who has an aversion to numbers or rating scales. If this appears to be a problem, however, it might be wise to point out that numbers provide a means of comparing feelings and perceptions of different people in a way that would be very difficult if we used only words. It would be too cumbersome to try to consolidate and compare the words or sets of words represented by the numbers. Numbers provide a convenient way of collecting, consolidating, and analyzing information.

If questions are still raised regarding the relevance or meaning of the numbers, it may be necessary to point out that in many respects numbers may be better than words in representing gradations of feeling. Our feelings range from weak to strong, pleasant to unpleasant, nebulous to clear, etc., and we tend to think in terms of polarized concepts. Numbers can represent gradations of feeling between two polar extremes as well as words, and in some cases perhaps better than words. It often helps us to clarify our own feelings when we are forced to indicate where we are on our own scale.

It may be useful to describe the difference between instrumented groups and trainer-led groups, to help the participants understand how they might use instruments as a tool to help student groups assume the responsibility for their own group process (and ultimately their own learning). Responsibility for process analysis and evaluation is often retained by the trainer in other training designs, or he models the type of behavior he would like the participants to adopt. Without the tools and concepts, however, it is very difficult for the participants to learn to share feelings and perceptions in the evaluation of group effectiveness.

The first group process evaluation generally results in an "overly-positive" assessment of the group. Very few group members will rate themselves or the group low on the dimensions included in the questionnaire. Unless the group has been through similar experiences together and developed a trusting atmosphere, members will seldom risk their true feelings in this initial experience. Trainers may find this first process discussion to be a rather intellectual, closed, and superficial exploration of the group's dynamics, but it is nevertheless important in the developmental process. The exercise forces participants to begin thinking about group process and their own participation in the group. Subsequent evaluations are not only more honest, but usually are more insightful.

Even though the trainers are not in the small groups, they can model the open, congruent behavior promoted by the group process instruments, as they assist participants in dealing with the emotions and feelings elicited by the issues and conflicts confronted in the workshop. It would be difficult to describe in detail all the trainer behaviors which contribute to staff development, but the following are important to consider:

1. Establish an informal, personal atmosphere in dress, speech, interaction, and in physical arrangement of chairs, etc. Learn the participants' names. Use first names. Avoid use of titles, or Mr., or Dr. Encourage participants to call you by your first name.

2. Demonstrate a responsiveness to the expressed or perceived needs of the participants, and a willingness to depart from the schedule if necessary to meet these needs.

3. Deal frankly and openly with questions and problems as they arise.

4. Listen to criticism and take it into account. Don't react defensively to criticism of an exercise or workshop activity. Try to understand the other person's perception and feelings.

5. Check out the feelings of the person who is presenting a criticism, asking a question, stating a problem, etc., but without embarrassing him or putting him on the spot.

6. Report your own feelings rather than reacting defensively to an attack or overt hostility. Use "I" instead of "You" when responding.

7. Check your group interventions, comments, and questions to see if they are meeting your own needs as opposed to participant needs.

8. Avoid using the power of your position as the trainer to put the other person down.

9. Confront issues, problems, and persons openly and directly. Practice the principles of Responsible Feedback (described in a later section). Avoid secret conferences with the other trainers.

Trainers who demonstrate openness, genuineness, and concern for others in their feelings and opinions are communicating to participants that such behavior is desired and acceptable in the workshop. Failure to deal with latent philosophical differences and potential conflict in these early stages of the workshop has long range consequences for any program. Little of lasting consequence will be accomplished in the workshop if the staff are not communicating, confronting, and resolving differences, and learning to work together in a problem-solving atmosphere. This has to take precedence over anything else in the workshop.

The schedule must be flexible enough to allow the group to spend whatever time appears to be necessary to work problems through or to establish a process and commitment to working them through. This usually does not occur with the first process discussion, but often does with the second or third.

Individual Roles in the Group

The Roles in the Group Questionnaire helps the group focus on functions which maximize a group's resources. These functions have been described in the handout (ICAP3) which is read before filling out the questionnaire (ICAP4). Briefly, they are classified into two categories: (1) task and (2) maintenance functions.* A third category, self-oriented functions, lists behaviors which decrease a group's effectiveness.

The primary purpose of this handout and questionnaire is to introduce the concept of shared leadership, and the leadership functions that are found in an effective group. Effective groups are characterized as groups whose members perform the roles or functions necessary to achieve the tasks and to maintain effective relations in the group. This departs considerably from the leadership concept often predominant in groups; i.e., a good group is one which has a good leader directing the group.

Leadership roles and responsibilities in a "leaderless" group are assumed by all the members, depending on the specific needs of the group. In such a group, individual members perform task and maintenance functions as they are perceived to be necessary. They do not relegate this responsibility to a chairman or leader, or assign the blame to the leader when the group is not effective.

Procedures

Participants read the handout, then fill out the questionnaire. Each participant first rates how frequently he performed the listed functions in the session just completed, then evaluates other group members on the same functions. Participants then share and discuss the results in their small groups.

---

*Task functions (contributing ideas, information, summarizing, etc.) relate to the task of the group discussion content, the group's goal. Maintenance functions relate to the process of completing the task, developing an effective group (supporting others, keeping others involved, etc.).

Instrument and Handout

ICAP3--Individual Roles in the Group

ICAP4--Roles in the Group Questionnaire

Suggestions to Trainers

This handout and questionnaire can be used effectively during the morning or early afternoon of the second day. If the groups are having unusual difficulties getting organized, carrying out their assignments, or resolving leadership and procedural problems during the first afternoon, however, the questionnaire could be a useful tool at that time.

When instructions are given for completing the questionnaire, it should be pointed out to the groups that the Roles in the Group Questionnaire applies to the meeting or discussion just concluded.

Groups may still resist opening up and using the questionnaire data. Groups occasionally react by not discussing the questionnaire at all, later claiming they did not know they should have been discussing it at that time. A non-punishing observation from the trainer can help the group deal with avoidance of process discussion. Trainers might say something like: "I see your group is having some difficulty processing the data from this questionnaire. Do the roles defined in the questionnaire make sense to you? What other roles do you see being performed that should be included?"

It is often difficult for the trainer not to communicate his frustration or impatience to participants when his expectations are not being met. A "good" group is a group which responds well to process instruments. Trainers should remember, however, that groups develop in different ways. Some progress faster than others. Flight, withdrawal, and hostility are behaviors that are common in the development of effective group communication skills. Some groups which appear to take the longest to begin to work together become the most productive. Trainers are cautioned against expecting similar responses from all workshop groups and should constantly assess what verbal or non-verbal messages they are sending to a group or individual participant appearing to be "unresponsive" to the training experience.

Before beginning this exercise, some participants may question why leaders have not been assigned to each group. Groups might attempt to adopt procedures like Robert's Rules of Order. Some participants will insist that a group cannot function effectively without a chairman or leader. Occasionally a group will allow someone to assume the leadership role, or will appoint a chairman. The trainers should not interfere, but allow the group to discover the disadvantages of this approach. During the Roles in the Group exercise, participants may begin to raise questions about the effectiveness of their group. This is the appropriate time to discuss the concept of shared leadership.

Usually, little explanation is required in this exercise. Even if the group appears to deal with the discussion superficially, some members of the group will understand the concepts well enough to begin applying them in subsequent group discussions. The terminology will be useful in subsequent group process evaluation. Participants will have support in their resistance to the arguments for a chairman. In our experience, we have yet to see a group fail to recognize the effectiveness of shared leadership as it practices this approach.

It may be well to point out that this exercise has been very effective in helping students learn to assume the responsibility for their own groups. It is easier to teach these leadership concepts to students that it is to teach them to be effective chairmen and to convince them that they should acquiesce to the decisions and direction of a leader in the group. With a very few tools of this type, student groups can soon become very effective.

Responsible Feedback

This handout and exercise are designed to present the concept of responsible feedback as one way to develop more meaningful and effective relationships among staff and between staff and students. It outlines eleven crucial guidelines for giving responsible feedback and attempts to explain why feedback is often hard to give and receive.

Procedures

Participants read and discuss the Responsible Feedback handout (ICAP8). Examples of "good" and "bad" feedback are role played, either by the staff or, preferably, by the participants.

Handout

ICAP8--Responsible Feedback

Suggestions to Trainers

The feedback handout can be used in several ways (depending on the time available in the workshop), to assist the participants in focusing on interpersonal skills and group process. It should be used sometime during the middle of the workshop, to allow participants time to apply it during the workshop experience. It should follow the Roles in the Group exercise and precede the analysis and discussion of school climate. The feedback concept is most effective when clarified with examples of good and bad feedback. Trainers can role-play these examples, although it is better to have groups or individual participants select the types of feedback they would like to role-play and prepare skits to present to the other groups. If no specific feedback exercise is planned for the workshop, participants should at least be given the handout to read before they complete the second group process evaluation.

This is an important exercise to help the participants learn to confront interpersonal problems directly and constructively. Too often, confrontation is avoided. Teachers talk to friends about another person, but do not attempt to resolve differences and work through problems. Problems are magnified, or are attributed to personality conflicts. Assumptions are made about the other person that are not checked out. Feelings about the other person are masked, or communicated indirectly and non-verbally.

When teachers are working alone in self-contained classrooms, they can avoid dealing with these problems, but in an open classroom or in a team teaching situation, problems must be confronted, or they can destroy the team. Such problems are also surfaced in the workshop, and can prevent the school staff from working together to achieve its objectives. It is important that these problems be surfaced so that the school staff can begin developing a process and the skills to resolve interpersonal conflict. If they are not surfaced, any decisions or plans made in the workshop may prove to have been futile.

When problems are analyzed, they usually turn out to be misunderstandings, misinterpretations of meaning or intent, differences in perception, or conflicts resulting from differences in philosophy, values, beliefs, and goals. When confronted and identified, they no longer are labeled as personality conflicts and often are easily resolved.

Confrontation of problems is best done through feedback of perceptions and feelings, following the guidelines presented in the Responsible Feedback handout. Participants should be encouraged to practice using these guidelines in the workshop. (For elaboration of the Responsible Feedback concept, see the handout.)

Group Process #2

The second group process questionnaire contains two additional questions not included in the first process evaluation. These questions deal with group atmosphere and decision-making. The purpose of this questionnaire is again to help the group evaluate how effectively the participants are working together, listening to each other; the extent to which various members feel a part of the group, etc. The added dimensions focus on the decision-making process and individual responsibility for group effectiveness.

Procedures

Participants should be given the handouts to read before filling out the questionnaire and discussing it. Newsprint should be provided so group members can consolidate the data for easy viewing by the entire group.

Handouts

ICAP5--Group Process Evaluation
ICAP6--Decision-Making
ICAP7--Group Atmosphere

Suggestions to Trainers

This second group process questionnaire is used most effectively in conjunction with an activity or workshop exercise requiring some decision-making by the participants. Having worked together for a longer time in intensive interaction, the participants have usually become more critical of the group (and any member who, in their opinion, may not be contributing much to the group) and more willing to share their feelings and perceptions.

The decision-making handout presents some alternative ways groups reach or make decisions. It has proven to be a valuable tool to assist the participants in making diagnostic assessment of their own decision-making processes. Trainers may also make effective use of it to help participants focus on the decision-making process as it applies to the workshop itself. If the participants are still somewhat dependent on the trainers for direction and where-do-we-go-from-here decisions, the handout can be the basis for subsequent examination of the way decisions are being made about changes in the school or curriculum.

Trainers should expect a greater awareness of the decision-making process after these discussions. Individuals usually begin to use the terms from the handout as they assess the decision-making process.

The group atmosphere terms are usueful in giving participants a common vocabulary to express their feelings about group sessions. Trainers can also begin to make observations about behavior in the workshop using these terms. If a school staff, for example, is experiencing difficulty achieving total staff involvement or commitment in its meetings, terms such as fight, flight, competitive play, etc., can help them focus on the various feelings, behavior, and general atmosphere that prevail in the discussion. They will then have some basis for determining what has created the prevailing atmosphere, and can assume the responsibility for making corrections, if corrections are necessary.

At this point in the workshop the trainer's observations and feedback can be quite important. By this time the participants hopefully have assumed a greater responsibility for processing their workshop experiences. They are less likely to be dependent on a trainer to tell them what has been happening and may challenge any observation or comment that violates their perception of what has occurred.

It should be pointed out that all these instruments can be very useful to the teacher in the development of effective student groups. One teacher can handle a fairly large class by breaking it down into small groups and using instruments of the type used in this workshop, which have been tested extensively with students.

PROBLEMS OF CHANGE AND FOLLOW-THROUGH

Change of the type and magnitude contemplated or attempted by the cooperating schools in the affective project cannot be accomplished through one workshop. Follow-through is essential. Unless there is considerable support and encouragement teachers cannot be expected to make changes that require many hours of extra effort and very often a re-examination of fundamental beliefs and practices. Efforts to change are commonly accompanied by uncertainty, doubt, frustration, anxiety, and insecurity. Teachers need support and recognition from the significant people around them, as they struggle with the problems of change. They need someone to talk to. They need to articulate what they are doing to reassure themselves that their efforts are worthwhile. It is much easier to continue doing things the way they have always been done. Without encouragement and support, it is easy to fall back into old patterns and routines.

When the decision is made to hold a workshop for a school, considerable thought should be given to follow-through and commitment. If the administrators are not committed to begin with, it is unlikely that the program will succeed. Teachers will attempt to determine where administrators stand with regard to the issues and possible changes being explored. Many will not even consider changing unless they are certain they will receive administration's support. If they attempt to change only to discover that they do not have this support, they can become bitter and disillusioned.

The school principal is a key person in follow-through efforts. It is essential that he decide and make known what his position is with regard to affective education. A principal who chooses a neutral position might soon find himself caught in the middle between opposing camps, incapable of dealing effectively with either. Teachers often polarize around the issues involved in implementing an affective program. Some take a traditional, subject-matter-centered, control-oriented position; others a student-centered, open education position. Without continued mediation by the principal and insistence on exploration and solving of such problems by the staff, communication can break down completely.

This staff polarization is one of the most difficult problems to deal with constructively, in both the workshop and follow-through. It is essential to surface staff differences in philosophy, assumptions about students and the process of education, ideas about teacher and student roles and responsibilities, etc. These differences can be the source of serious conflict, but they also provide the basis for development of a school philosophy, staff unity, and resolution of conflict.

The principal may find it his role to insure the continuation of the group process activities in working with his faculty. He may need to help the staff focus on the problems that arise when differences exist, to help teachers learn to resolve or tolerate such differences, stop negative criticism, and avoid involving students in teacher battles. He can be assisted in this role by the counselor, if the counselor is allowed to share this responsibility.

In some situations, the principal and superintendent may find it necessary to require that teachers be accountable for following through with plans and objectives developed in the initial workshop. It may be necessary to require teachers to establish deadlines, and procedures for review, to insure that changes will occur.

This may appear to be a contradiction, and has to be managed in a way that does not place too many requirements and constraints on the teacher. What is suggested is that when teachers make commitments, they be prepared to submit evidence that they have followed through. This can be presented and perceived in the light of interest and concern on the part of administration and the need for accountability in education, as opposed to distrust, coercion, and control.

Administrators who have a strong need for control will have problems. When they ask teachers to assume individual responsibility for change in their classroom, they may have to relinquish some of their power to the teacher. The teacher needs freedom to experiment, and freedom to fail. Parameters can be established, perhaps need to be, but the teacher needs freedom within these parameters.

By the same token, teachers who have a need for control will have problems freeing students to grow. Students who have been controlled most of their lives have to learn how to use time effectively, how to assume responsibility, solve problems, make decisions, etc. This takes time. When teachers see students apparently goofing off, wasting time, daydreaming, or enjoying themselves, they too often feel they need to get the situation back under control.

Time and procedures should be identified for follow-through. How can the time be found in a busy schedule? Can time be found during regular school hours? How much extra time will be required of teachers? How much extra work can be expected without extra pay? These are some of the questions that need to be resolved to insure commitment and follow-through and to avoid misunderstandings and resentment.

Many teachers perceive themselves as being under tremendous pressure with little time available for classroom preparation, grading tests, reviewing assignments, etc. Virtually any workshop or meeting scheduled appears to conflict with this busy schedule. An affective project places additional requirements upon a staff and unless reimbursed in some way for their time, many teachers refuse to commit themselves to such a special project. In workshops held during the summer or even during the school year when teachers are relieved of their normal class load, we constantly experienced a "3:30 turn-off," a refusal to work beyond the time they are normally free to leave school.

On the affective project, we have found great differences among individual teachers and entire school staffs. Some will decide on their own to work evenings and weekends without extra pay. Others will refuse to participate in any activity without reimbursement. These are issues that should be confronted in the workshop. How important are these changes? How much commitment do we have to make them? How can we find the extra time given the limitations of our budget?

One of the easiest ways to find time, of course, is to involve the students. This is probably also the most effective way to make the kinds of changes implied or required in an affective program, and until a teacher realizes this, he may not be very successful. Another is to involve parents as volunteer aides, or to learn to use paraprofessionals more effectively. Team teaching can be used to free teachers for planning and preparation. If it is important enough to the school staff they can find the time.

Several teachers in the affective project, and in some cases entire school staffs, began the school year with students involved in activities focusing on student/teacher roles, school climate, problem identification and problem solving, interpersonal relations among students, goal setting, etc. These teachers reported fewer behavior and discipline problems, improved attitudes, and increased involvement and responsibility on the part of students. Principals reported less fighting on the playground, less graffitti on the walls, less damage to the classroom and building, and fewer referrals to the principal for discipline.

A number of teachers continued throughout the school year to design, develop, and follow through with affective programs that represented major, fundamental changes in classroom management and instruction. Two of the most effective of these programs are described in Appendixes D and E. Appendix D is a journal kept by Carla Craig, a kindergarten teacher in Granby, Colorado. Appendix E is an interview with Morris Brady, a fifth grade teacher in American Fork, Utah. We would recommend that these reports be read by anyone who is considering such a change, or by anyone who has any doubts of its advisability or effectiveness.

Involvement of Parents and the Community

The question of parent and community involvement invariably arises when teachers begin exploring the implications of goals related to personal growth and development of students. Some of the action plans developed by schools called for the involvement of parents as well as students. Depending often on the nature of the community and the school's history of community-parent relations, a school staff would work with interested parent groups, PTA's, school boards, or hold meetings organized by parent-teacher groups. Some school staffs elected to modify workshop exercises for use with parents. The Values Education and the Needs Assessment exercises were the activities most commonly selected for use with parents.

Some school staffs were reluctant to involve parents (as well as students) in a true decision-making process about important affective goals and changes in the school program to focus on affect. Some were afraid of the community and had no desire to involve parents. Others, although willing to involve parents and students in the process, did not know how to do so.

It was generally found that schools which most readily identified and accepted the need for parent-community involvement had pre-existing programs involving parents in the school. Those most reluctant to invite parents to discuss the affective area had poor histories of community relations.

Appendix F is excerpted from a description of a program that has achieved extensive parent involvement. It reports the efforts of staff and parents to identify and define affective goals and assessment procedures for the Open Living Schools in Edgewater and Evergreen, Colorado. It should be of interest to anyone concerned with the involvement of parents in efforts to reassess the purpose and direction of the schools serving their children.

Problems Encountered in Workshops and Follow-Through

Anyone planning to implement or propose an affective program in a school can expect to encounter many problems. Some of those encountered on the affective project will be reported here to assist the reader in examining the kinds of problems he can anticipate.

Occasionally teachers come into a workshop with negative attitudes--"What is being imposed on us now?" Some teachers feel that administration is constantly imposing something new on them, requiring them to participate in workshops or activities that take a lot of time and provide little help. They display cynicism: "How long will this last?" "What's it going to be next year?" They resent being required to participate. They resent not being included in the decision. They sometimes are hostile toward the workshop staff, somehow blaming them for decisions made by administration and for their discomfort and anxiety.

This hostility is often difficult to overcome. If administrators do not take an active role in support of the workshop, the task is even more difficult. It is important that key persons from administration be involved in the activities and decision of the workshop. Much of the hostility will dissipate if teachers are able to interact with administrators around the issues being explored.

The attitudes teachers bring into the workshop very often reflect the nature and quality of interaction between administrators and teachers in the past. If relations have been good, attitudes are quite likely to be positive (if administration attitudes are positive); if relations have been poor, attitudes will be negative.

Defensive reactions are often encountered. Teachers sometimes assume that someone is unhappy with what they have been doing, that they are being criticized, if they are asked to re-examine what they are doing in the classroom. Very often someone will voice the cliche: "We must be doing all right in education--we have the best education system in the world," or "Look at us, we are successful, the type of education we had can't be too bad." Others will say that you can't hope to be successful with all students, you can't be too concerned or condemn yourself when some students don't seem to be able to fit in.

Arguing with these persons will only force them to defend their position more strenuously. We have found that it is more effective to suggest that no matter how good something is, there is a possibility it could be improved. It might be good to suggest that as teachers, we should be concerned about those students who are not succeeding in the present system or those who could achieve more. How can we modify our programs to meet their needs? What can we do in education to help solve the social problems--mental illness, delinquency, crime, apathy, and despair? We can't necessarily assume cause and effect, but we do know that there is a high correlation between these problems and failure in school. The question is can we do anything about attitudes and self-concepts that are developed and reinforced by failure and that lead to problems of social maladjustment.

Another attitude that is frequently encountered is found in the argument: "Good teachers are already doing this." Very often this is said in a way that implies, "We know all this already, so why waste our time with another workshop." It was our impression that more often than not, the teacher who said this appeared to have little sensitivity to feelings of students, or awareness of their impact on students. Teachers who appear to be sensitive and aware in their interaction with students are more likely to be open to the experience of the workshop.

This is a difficult argument to deal with, because of the implication that some teachers must be "bad" teachers if this is not being done in their classrooms. Even the teacher who presents the argument may be communicating a fear of being labeled a "bad" teacher. It may not be necessary to deal with the comment, but if so, it has proven effective to point out that we are not labeling teachers as good or bad, but that some techniques might be more effective than others in dealing with student affect. It might help to suggest that the workshop hopefully will provide an opportunity for the teachers to share ideas and explore various approaches and techniques in the light of their probable or possible relationship to student affect.

80

Some teachers, and occasionally an entire school staff, will reject the workshop and the changes it implies. They sometimes will openly state that they have found a comfortable niche, they are satisfied with what they are doing, they have tenure, have family and social obligations, and don't want to take on anything new. Others are not so direct, but it is quite apparent that they have personal reasons for not wanting to become involved.

This is a problem that an outside workshop staff cannot deal with. It is a matter for the local administration and community to confront, if not before the workshop, then certainly as soon as it becomes apparent in the workshop.

Some teachers will appear to be personally threatened by the workshop experience. They may withdraw, afraid that something will be required of them that they cannot handle, afraid that their inadequacies will be discovered. These persons need a lot of encouragement and support. The principal, in particular, should make an extra effort to support them when they attempt something new, should explore alternatives with them, and should be careful not to criticize their ideas. They can gain confidence and self-assurance only through success, but they will never achieve success if they are afraid to try.

Some teachers become hostile but cannot identify the source of their hostility. They strike out at the workshop staff as a convenient target and then feel guilty for doing so. It is important not to become defensive but to spend time with these persons, if possible, to help them explore the source of their frustration. What is it that bothers them about the workshop, why are they angry? Some will discover that they are personally threatened. Suddenly they are finding themselves questioning their basic assumptions about teaching and learning, their role as a teacher, and their impact on other human beings, all of which are related to their own self-concept. They experience the anxiety, frustration, and discouragement associated with the possible necessity to modify basic beliefs and behavior as a teacher. This is often an important point in self-discovery, leading to a commitment to change.

It may be important to help these teachers recognize that they can expect the same anxiety and hostility in their students as they work through a similar process with them. They too may become the target of hostility the students do not understand. Some students will, like the teacher, be anxious and angry because familiar roles and expectations in the classroom are being changed. Many students will have been repressing hostility for years. In a situation that allows them to express their feelings this hostility may surface, directed at the nearest, most logical target--the teacher who created the opportunity for feelings to be expressed.

Some participants in the workshops have a very difficult time comprehending the issues being discussed. They attempt to incorporate new ideas within their traditional frame of reference, and it just does not seem to fit. With some persons, it appears that the first workshop does no more than raise some questions, start them thinking, and plant the seeds for later discoveries. In our experience, participants in a workshop for the second time have suddenly discovered what the affective project was all about, even though they had left the previous workshop months or up to a year before (sometimes after the first day) confused, angry, and hostile. Some of these persons, both teachers and administrators, proved to be staunch supporters of the project.

It is quite common for teachers to come to a workshop expecting to be given all the answers. They sometimes become impatient and angry when the workshop does not meet these expectations and the workshop staff refuse to meet their demands for instruction and expert advice.

Even after teachers have made the decision to change, and have established their own affective goals, they will ask for methods activities, exercises, games, procedures, etc., which they could apply in their own classrooms. This is certainly understandable, but should not be reinforced in the workshop. This search for a panacea, a cookbook approach of pre-designed activities, is well articulated by Prince and Carnie:[1]

---

[1] Gerald Prince & George M. Carnie, Toward the Human Element, Beginning Handbook for Change, Volume I, p. 4.

> The typical approach to innovation, and to many changes in education, is to seek a method created by someone else that we can apply in our own situation... There is only one you. Effective innovations for you must come from within--not from without. A prerequisite to innovation is willingness to change. Change means to engage in activities that lead you in new directions. These are things that cannot be done for a person. These are things he must do for himself.

This attitude, from our perspective, was the essence of a successful affective program. Individual teachers and school staffs who demonstrated a willingness to honestly examine their own teaching practices, attitudes, educational philosophies, and values to identify changes they might initiate in their own classrooms were generally more effective than staff expecting an affective program outlined for them to follow. There seemed to be a relationship between reports of meaningful discoveries about oneself as a person and as a teacher in the workshop and those reports of successful changes in classroom teaching and in students. Those teachers who were successful were able to design and modify their own program, based on their new insights and understandings and their own personal philosophy and methodology. For two excellent examples of such programs, see the reports referred to earlier in Appendixes D and E.

Many teachers find it difficult to entertain the possibility that their subject matter might be taught in a different way from the way it is being taught. This appears to be particularly true of those who are teaching such subjects as math, science, physical education, and foreign languages. They see a conflict between affective and cognitive goals in their subject matter areas.

Many teachers find the ideas being explored to be in basic conflict with their own experience and with their own beliefs and assumptions about the nature of students. They believe that students are basically lazy, not interested in learning, need firm guidance and direction, will not work unless the teacher has a way of checking up on them, have not had the experience to know what they need to learn, and cannot assume the responsibility for their own learning. Their experience has borne this out. They feel that those teachers who disagree are naive, out of touch with reality, or irresponsible. They could never be convinced otherwise unless they are able to observe students assuming responsibility without direction and control by the teacher.

With some teachers, the issue is one of power, and their conception of the role of the teacher and the student. Teachers should make the decisions about what a student should learn, provide the instruction, and evaluate the student's performance. Students should do what they are told to do and should respect authority. Any suggestions that these roles might be changed will be questioned and very probably resisted by these teachers. They are afraid of what may happen if students are allowed to participate in decisions teachers should be making or if students are given freedom. They are afraid the situation will get out of hand if they lose control.

Some teachers will argue that change would never be supported in their district. They say that the superintendent and principal might pay lip service to the ideas being discussed in the workshop but they themselves do not operate in this way and would not support a teacher who tried to make these kinds of changes. This has been particularly true when administrators were not participating in the workshop. Teachers reactions were typically, "If they really feel this is important why aren't they here?" Others question whether the board and community would really support such changes in the school. Until these questions are resolved, some teachers are reluctant to become involved.

Some teachers have attempted to make changes in the classroom only to find that they were not being supported by the principal. Some have been subjected to considerable pressure by other teachers to go back to their old ways. Some have been isolated, essentially ostracized by the other teachers, because they were experimenting with changes that were making other staff uncomfortable. In some cases pressure was put on the principal to force these deviant teachers to conform.

It is difficult, if not impossible, for a teacher to develop an affective program in such a climate. It is easy to become discouraged and resign oneself to the old way. Some teachers have talked of leaving because they see the direction they would like to go as teachers but don't feel they can do so in this school. Some may have left, or been asked to resign, for these reasons. It is essential that teachers and administration be in agreement regarding the changes they would like to make, that a climate of staff unity and mutual support be developed, and that individual teachers receive encouragement and support.

Teachers need to recognize that students will also have quite an adjustment to make, and the longer they have been in the traditional system the more difficult this adjustment will be. Students also resist change, particularly if they have learned to cope with the present system. Students who have not experienced freedom don't know what to do with it if it's suddenly thrust upon them. Students who have never been given responsibility cannot be expected to suddenly become responsible. Students who have had little opportunity to share in decision making will attempt to take all the power and close out the teacher when he tries to share the power with them.

Administrators have to be patient with teachers, and teachers with students. Administrators, teachers, and students must learn to share the responsibility for problem-solving and decision-making, and in doing so will learn mutual respect and tolerance. A climate will be created for healthy psychological growth, not only of students, but of anyone involved in the process.

SUGGESTED REFERENCES

IERSC did not conduct a literature search in affective/humanistic education. The following list is taken from several sources--our own reading, suggestions from others, and selected bibliographies. These materials are not offered as a comprehensive coverage of affective/humanistic education, but as a good beginning. We have also selected relevant periodicals from published lists.

The following are from "Humanisticography," John T. Canfield and Mark Phillips, Media & Methods, Sept. 1971:

Fantasy and Feeling in Education, by Richard M. Jones, New York: New York University Press, 1968, 276 pages, $6.95.

One of the few books in humanistic education written from the viewpoint of a Freudian-oriented psychoanalyst. Jones begins with a perceptive critique of EDC's curriculum "Man: A Course of Study, focusing on its failure to deal with students' emotions. (Ex. A teacher shows a film which graphically depicts the killing of a seal but seemingly fails to even recognize the emotions this arouses in the children.) From here he goes on to point out the limitations of Jerome Bruner's work, the importance of fantasy and creative thinking in education, explores the implications of Erick Erickson's theories, and makes specific recommendations for new approaches to affective education. Tough to read at times, but it is worth the effort.

Freedom to Learn, by Carl Rogers, Columbus: Charles E. Merrill, 1969, 355 pages, $3.95.

This is an excellent book which explains in considerable detail how and why classrooms should be organized to free students to learn. Rogers clearly points the direction of education in the years to come.

Learning to Feel--Feeling to Learn, by Harold C. Lyon, Jr., Columbus, Ohio: Charles Merrill, 1971, 321 pages, $3.95.

This is a disjointed but comprehensive survey of the people, places, and ideas in the field of affective education. The sections on "Humanistic Education Techniques" and "Applying Humanistics to Classroom Situations" are particularly valuable.

Human Teaching for Human Learning: An Introduction to Confluent Education, by George Brown, New York: The Viking Press, 1971, 298 pages, $8.50.

George Brown has been working in affective education with both the University of California at Santa Barbara and Esalen Institute as part of a Ford Foundation project. This book contains a statement of the purposes of the project, extensive examples of affective techniques and their classroom applications, and a series of personal commentaries by teachers involved in the project. The sections on techniques and their applications are filled with practical ideas for teachers who wish to experiment and a chapter by Aaron Hillman on "One Day in a High School" is particularly moving.

Making Urban Schools Work, by Mario Fantini and Gerald Weinstein, New York: Holt, Rinehart and Winston, Inc., 1968, 62 pages, $1.95.

This small book, often overlooked, is probably one of the most important published in the field of education in recent years, Although the ideas are based on the author's work in urban schools, they are applicable to schools in almost all environments. Fantini and Weinstein see *loss of identity*, *disconnectedness* and *powerlessness* as major problems of our society and suggest that the total school system be changed to help deal with these problems. Their solution is a three-tiered school. The first tier deals with traditional subject matter, the second with student talents and interests, and the third with student concerns related to the three problem areas. The authors expand the notion of the third tier and discuss its implications for curriculum, scheduling, staffing, and teacher training. The present curriculum work in the Center for Humanistic Education at the University of Massachusetts is designed to develop and implement tier-three curriculum.

Perceiving, Behaving, and Becoming, by the Association for Supervision and Curriculum Development, 1201-16th St., N.W., Washington, D.C.: 1962, $4.50.

Edited by Arthur Combs, this book presents a series of articles by the leading educational theorists in perception, self-concept and self-actualization. Included are statements by Carl Rogers, Abraham Maslow, and Earl Kelley.

Reach, Touch and Teach, by Terry Borton, New York: McGraw-Hill, 1970, 213 pages, $3.95.

A readable, provocative, and informative introduction to process education for student concerns. Borton believes that major emphasis should be placed on helping children to understand the process of change, to give students practice in using it, and "to instill confidence in the students that he can go about the business of changing himself in his own time and as he sees fit." The book explores the theoretical basis for Borton's work, presents numerous examples of its application in Philadelphia, and discusses a number of related projects in other parts of the country.

Values and Teaching: Working with Values in the Classroom, by Louis E. Raths, Merrill Harmin and Sidney B. Simon, Columbus: Charles E. Merrill, 1966, 275 pages, $3.95.

This book outlines a theory of values and a classroom methodology for the clarification of values. It contains many practical classroom activities that teachers can employ to help students clarify their values.

Toward a Psychology of Being, by Abraham Maslow, Princeton: D. Van Nostrand, 1962, 240 pages, $2.95.

This is a book that must be read if one is to truly understand the concepts being used in humanistic and affective education. Maslow has been said to be an influence in psychology equal to Freud.

Communication for Education, by Susan N. Cummings and John J. Carney, Jr., Scranton, Pa.: Intext Educational Publishers, 1971.

This book provides skills for increased competence in interpersonal communication and views this competence as closely related to human growth and development. It combines content from general semantics, psychology, group work and education to provide a comprehensive method for teaching communication skills.

A Source Book of Creative Thinking, by Sidney J. Parnes and H. F. Harding, New York: Scribners, 1962.

Don't miss this one if you're looking for solid footing in what the creative behavior movement is all about.

Improvisation for the Theater, by Viola Spolin, Evanston, Ill.: Northwestern University Press, 397 pages, $6.95.

This is most popular text on theater games and is written primarily for the teacher. It contains more than 200 games and exercises in manual form almost all of which are designed to help develop spontaneity and release creativity.

New Priorities in the Curriculum, by Louise Berman, Columbus, Ohio: Charles Merrill, 1968, 241 pages, $6.00.

In many respects this book presents the most important new approach to curriculum development. Designed to provide framework for developing process-curriculum, it will probably be most valuable as a guidebook for schools which wish to move in that direction. Starting from the premise that the major emphasis in education should be on developing process-oriented persons, the book discusses eight processes and possible ways of centering curriculum on these processes. The processes discussed are: perceiving, communicating, loving, knowing, decision-making, patterning, creating, and valuing.

Encouraging Creativity in the Classroom, by E. Paul Torrance, 133 pages; Expanding the Self: Personal Growth for Teacher, by Angelo Boy and Gerald Pine, 127 pages; Group Processes in the Classroom, by Richard and Patricia Schmuck, 156 pages. (All published by William C. Brown, Dubuque, Iowa, 1971, all are $3.95.)

Three books in a new series entitled "Issues and Innovations in Education." All provide excellent introductions to the specific subjects and are likely to be particularly useful for teachers who are beginning to introduce humanistic education into their classrooms and for administrators who want to introduce humanistic processes to their staffs.

Self Concept and School Achievement, by William W. Purkey, Englewood Cliffs, N.J.: Prentice-Hall, 1970.

Explores the growing emphasis on the student's subjective and personal evaluation of himself as a dominant influence on his success or failure in school. It explains how the self concept develops in social-interaction and what happens to it in school. It also suggests ways for the teacher to reinforce positive and realistic self concepts in students.

Teachers and Learners: The Interactive Process in Education, by Alred H. Gorman, Boston: Allyn & Bacon, 1969.

This is one of the best books for classroom teachers in the field of human communication in the classroom. It contains a minimum of theory with the emphasis being placed on application.

Tough and Tender Learning, by David Nyberg, National Press Books, 850 Hansen Way, Palo Alto, Calif., 94304.

Ideas of humanistic psychology are joined with educational theory in this eloquent examination of the need for teachers and students to acknowledge and respect personal aspects of learning.

Wad-Ja-Get? The Grading Game in American Education, by Howard A. Kirschenbaum, Sidney Simon, and Rodney W. Napier, New York: Hart Publishing Co., 1971, 315 pages, $1.95.

If schools are to emphasize the psychological development of children and are to place a major emphasis on feelings, creativity, communications, etc., the issue of grades becomes a vital one. The authors of this book present their case against grades in the form of a fictional account of one teacher and one class who decide to challenge the system. As narrative fiction the book leaves something to be desired, but as a practical and readable guidebook for bringing about change in the present grading system it should be extremely useful.

What Do I Do Monday? By John Holt, New York: E.P. Dutton, 1970, 318 pages, $6.95.

In this book Holt combines his theories of education--the idea of learning as a growth process, a moving and expanding of the child into the world around him; a belief that we learn best when we feel the wholeness and the openness of the world around us, and our own freedom and power and competence in it--with practical, easy-to-use ideas and exercises in reading, writing, and mathematics. (Now in paperback.)

The following are from "A Bibliography on Humanistic Education, Psychological Education, The Eupsychian Nedwork, Affective Education, Curriculury of Concerns, The Human Potential Movement, Personological Education, Synectics, Personal Learning, Intrinsic Education, etc.," Alfred Alschuler and Terry Borton, Educational Opportunity Forum, special issue on Psychological Humanistic Education, Fall, 1969:

Otto, H. and Mann, J. (Eds.), Ways of Growth, New York: Grossman Publishers, Inc., 1968
This is a collection of articles by 19 innovators who have developed specific means and methods designed to actualize human potential. It is an easily readable overview of the field.

Parnes, S. J. and Harding, H. F., A Sourcebook for Creative Thinking, New York: Charles Scribner and Sons, 1962.
Twenty-nine articles by researchers, theoreticians, and practitioners provide a thorough introduction to all aspects of the development of the creative processes.

Perls, F. S., Hefferline, R.F., and Goodman, P., Gestalt Therapy: Excitement and Growth in the Human Personality, New York: Dell (paperback), 1965.
This book contains a section of exercises for the reader to do to experience and grow in ways described in the second half of the book devoted to theory. Mastery of these methods and ideas make most other current approaches into variations on its themes.

* * * * *

Allport, G., "The Mature Personality," Chapter 12 in Pattern and Growth in Personality, New York: Holt, Rinehart, & Winston, 1961.

Allinsmith, W. and Goethals, G.W., The Role of Schools in Mental Health, New York: Basic Books, Inc., 1962.

Alschuler, A. S., "Teaching Achievement Motivation," in Technology and Innovation in Education, prepared by the Aerospace Education Foundation, New York: F.A. Praeger, 1968.

Alschuler, A.S., McIntyre, J., and Tabor, D., How to Develop Achievement Motivation: A Manual for Teachers, Middletown, Conn.: Educational Ventures, Inc., 1969.

Anderson, R. C., "Can First Graders Learn an Advanced Problem-Solving Skill?", Journal of Educational Psychology, 1965, 56, 6, 283-294.

Ashton-Warner, S., Teacher, New York: Simon & Schuster, 1963.

Assagioli, R., Psychosynthesis, New York: Hobbs, Dorman, & Co., 1965.

Bennis, W., "Goals and Metagoals of Laboratory Training", in Bennis, et al. Interpersonal Dynamics: Essays and Readings on Human Interaction, Homewood, Ill.: Dorsey Press, 1968.

Bennis, W. et al. (Eds.), Interpersonal Dynamics: Essays and Readings on Human Interaction, Homewood, Ill.: Dorsey Press, 1968.

Bennis, W., Benne, K., and Chin, R., The Planning of Change, New York: Holt, Rinehart, & Winston, 1969.

Benoit, H., The Supreme Doctrine, New York: Viking Press, 1955.

Bessell, H., "The Content is the Medium: The Confidence is the Message," Psychology Today, January, 1968, 32-35.

Bessell, H. and Palomares, U., Methods in Human Development, San Diego, Calif.: Human Development Training Institute, 1967.

Bois, J. S., The Art of Awareness, Dubuque, Iowa: William C. Brown, 1966.

Boocock, S. S., and Schild, E. O., Simulation Games in Learning, Beverly Hills, Calif.: Sage Publications, 1968.

Borton, T., "Reaching the Culturally Deprived," Saturday Review, February 19, 1966, 77-78+.

Borton, T., "What Turns the Kids On?" Saturday Review, April 15, 1967, 72-74+.

Borton, T., and Newberg, N., Education for Student Concerns, New York: McGraw-Hill, 1970, in press.

Bradford, L. P., Gibb, J., and Benne, K. (Eds.), T-Group Theory and Laboratory Method: Innovation in Re-Education, New York: Wiley & Sons, 1964.

Brooks, C. and Trout, I., Holt Impact Series: I've Got a Name, At Your Own Risk, Cities, Larger than Life, New York: Holt, Rinehart & Winston, 1968.

Brown, G., Now: The Human Dimension, Esalen monograph #1, available from the author and Esalen Institute, Big Sur, Calif., 1968.

Bruner, J., The Process of Education, New York: Vintage Books, 1963.

Bugental, J., The Search for Authenticity, New York: Holt, Rinehart & Winston, 1965.

Churchman, C. W., "Humanizing Education," The Center Magazine, November 1968, pp. 10-33.

Craig, R. L., and Bittel, L. R., Training and Development Handbook, New York: McGraw-Hill, 1967.

Dreeben, R., On What is Learned in School, Reading, Mass.: Addison, Wesley, 1968.

Drews, E. M., "Beyond Curriculum," "Fernwood: A Free School," Journal of Humanistic Psychology, Fall 1968, pp. 97-122.

Fairweather, G. W., Methods for Experimental Social Innovation, New York: Wiley & Sons, 1968.

Featherstone, J., "How Children Learn," The New Republic, Sept. 2, 1967, pp. 17-21.

Flanagan, J., "Functional Education for the Seventies," Phi Delta Kappan, September, 1967, pp. 27-33.

Gardner, J., Self-Renewal: The Individual and the Innovative Society, New York: Harper Colophon, 1965.

Ginott, H. C., Between Parent and Child: New Solutions to Old Problems, New York: MacMillan, 1967.

Gordon, W. J. J., Synectics: The Development of Creative Capacity, New York: Harper & Row, 1961.

Hall, E., The Silent Language, Garden City, New York: Doubeday, 1959.

Hamachek, D. (Ed.), The Self in Growth, Teaching, and Learning, Englewood Cliffs, N.J.: Prentice-Hall, 1965,

Handbook for Staff Development and Human Relations Training: Materials Developed for Use in Africa. Published by National Training Laboratories, Institute for Applied Behavioral Science, associated with the National Education Association, 1201 16th St., N.W., Washington, D.C. 20036.

Harrison, R., Durham, L., Gibb, J., and Knowles, E., Problems in the Design and Interpretations of Research on Human Relations Training: (1) A Bibliography of Research (1947-1967), (2) NTL Institute for Applied Behavioral Science, National Education Association, 1201 16th St., N.W., Washington, D.C., 1968.

Harvey, O. J. (Ed.), Experience, Structure, and Adaptability, New York: Springer, 1966. Note: Hunt, D. "A Conceptual Systems Change Model and Its Application to Education," pp. 277-302.

Hentoff, N., Our Children are Dying, New York: Viking Press, 1966.

Ivey, A., "Performance Criteria for Human Relations," Appendix 1, 5-85 in Model Elementary Teacher Education Program, 1968. Available from School of Education, Univ. of Massachusetts, Amherst, Mass., 01002.

Jourard, S., The Transparent Self, Princeton, N.J.: Van Nostrand, 1964.

Kelley, G., The Psychology of Personal Constructs, Volumes I and II, New York: Norton, 1955.

Kohl, H., Thirty-Six Children, New York: New American Library, 1967.

Kohlberg, L., "Moral Education in the Schools: A Developmental View," The School Review, Spring, 1966, pp. 1, 74, 1-30.

Lombardo, A. "A Mental Health Curriculum for Lower Grades," Mental Health, October, 1968, pp. 4, 52, 570-576.

Malamud, D. I., "Educating Adults in Self-Understanding," Mental Hygiene, 1960, pp. 44, 115-124.

Malamud, D. I. and MacHover, S., Toward Self-Understanding: Group Techniques in Self-Confrontation, Springfield, Ill.: Charles C. Thomas, 1965.

Maslow, A., "Farther Reaches of Human Nature," Journal of Transhumanistic Psychology, 1968, pg. 1.

Maslow, A., "Goals of Humanistic Education," Paper from Esalen Institute, Big Sur, California, 1968.

Maslow, A., "Some Educational Implications of the Humanistic Psychologies," Harvard Educational Review, Fall 1968, pp. 4, 38, 685-695.

Massialas, B., and Zevin, J., Creative Encounters in the Classroom: Teaching and Learning Through Discovery, New York: Wiley and Sons, 1967.

Miles, M. B., "Human Relations Training: Processes and Outcomes," Journal of Counseling Psychology, pp. 7, 301-306.

Miles, M. B., "Planned Change and Organizational Health: Figure and Ground," in Carlson, R. O., Gallagher, A., Jr., and Rogers, E. M., Change Process in the Public Schools., Eugene, Oregon: The Center for the Advanced Study of Educational Administration, 1965, pp. 11-34.

Morris, V., Existentialism in Education, New York: Harper and Row, 1966.

Moustakas, C., Personal Growth, Cambridge, Mass.: Howard Doyle, 1968.

Neill, A. S., Summerhill, New York: Hart Publishing Co., 1960.

Otto, H. A., Group Methods Designed to Actualize Human Potential: A Handbook, Chicago, Illinois: Achievement Motivation System, 1439 Michigan Avenue, Chicago, Ill., 1967.

Parker, J. C., and Rubin, L. J., Process as Content: Curriculum Design and the Application of Knowledge, Chicago: Rand McNally, 1966.

Parnes, S., "The Literature of Creativity: Part II," Journal of Creative Behavior, Spring 1967, pp. 1, 2, 191-240.

Parnes, S., and Brunelle, E.A., "The Literature of Creativity: Part I," Journal of Creative Behavior, Winter 1967, 1:1, pp. 52-109.

Rich, J. M., Education and Human Values, Reading, Massachusetts: Addison-Wesley, 1968.

Rogers, C., et al., Person to Person: The Problem of Being Human: A New Trend in Psychology, Walnut Creek, Calif.: Real People Press, 1967.

Schein, E. H., and Bennis, W. G., Personal and Organizational Change Through Group Methods, New York: Wiley, 1965.

Schiffman, M., Self-Therapy: Techniques for Personal Growth, author, 340 Santa Monica Avenue, Menlo Park, California, 1967.

Severin, F., Humanistic Viewpoints in Psychology, New York: McGraw-Hill, 1965.

Waetjin, W., and Leeper, R. (Eds.), Learning and Mental Health in the School, Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1966.

Walstedt, J., "Teaching Empathy," Mental Health, October 1968, 52, 4, 600-611.

Wolpe, J., and Lazarus, A., Behavior Therapy Techniques, Long Island City, New York: Pergamon Press, 1967.

Additional books, references, bibliographies, films, etc. from various other sources:

Abrahamson, S., Brock, I., Broadbent, F., Cruickshank, D., Monroe, B., and Twelker, P., "Simulation in Education and Training," Educational Technology, October 1969, 9 (10), 43-70.

Avila, D.L., Combs, A.W., and Purkey, W.W., Helping Relationships Sourcebook, Allyn & Bacon, Boston, Mass., 1971.

Boy, Angelo V., and Pine, Gerald J., Expanding the Self: Personal Growth for Teachers, Dubuque, Iowa: William C. Brown, 1971.

Brown, Bob B., The Experimental Mind in Education, New York: Harper & Row, 1968 (paper).

Presents an experimental approach to education, much of which is based on John Dewey's philosophy. Includes a guide for teacher (or self) observation.

Brown, Mary, and Precious, Norman, The Integrated Day in the Primary School, London: Cox and Wyman Limited, 1968.

Brearley, Molly, Goddard, Nora, Browse, Bill, and Kallet, Tony, Informal Schools in Britain Today--Educating Teachers, New York: Citation Press, 1971.

Buhler, Charlotte, and Massarik, Fred (Eds.), The Course of Human Life: A Study of Goals in the Humanistic Perspective, New York: Springer, 1968.

An excellent book on humanistic goals, not written specifically for education but certainly applicable.

Campbell, Vincent N. and Markle, David G., Identifying and Formulating Educational Problems (a final report from American Institutes for Research), Berkeley, Calif.: Far West Laboratory for Educational Research and Development, 1967.

Mainly valuable for its description of the "critical incident approach" to need identification. This technique is based on respondents describing "a specific thing happening recently which made you feel that something about education here needed improving."

Center for the Study of Evaluation, Los Angeles: Elementary School Evaluation Project, University of California, 1970, Elementary School Evaluation Kit: Needs Assessment. Booklet I: Title not listed; Booklet II: Choosing Goals; Booklet III: Selecting Tests; Booklet IV: Collecting Information; Booklet V: Selecting Critical Needs Areas.

Combs, A.W., An Educational Imperative: The Human Dimension, in Association for Supervision & Curriculum Development, 1970 Yearbook, "To Nurture Humaneness," National Education Association, Washington, D.C., 173-188, 1970.

Combs, A.W., "Can We Measure Good Teaching Objectively?" N.E.A. Journal, 53, 34-36, 1964.

Combs, A.W., "Fostering Self Direction," Ed. Leadership, 23, 373-387, 1966.

Combs, A.W., Avila, D.L., and Purkey, W.W., Helping Relationships: Basic Concepts for the Helping Professions, Allyn & Bacon, Boston, Mass., 1971.

Combs, A.W., "Helping Young People Discover Commitment," Educational Leadership, 22, 164-170, 1964.

Combs, A.W.,"The Human Factor in the Current Curriculum", in Jones, H.L., Curriculum Development in a Changing World, School of Education, Syracuse University, 57-70, 1969.

Combs, A.W., and Fisk, R.S., "Human Relations Training for School Administrators," a special issue of the *Journal of Social Issues*, 1954, 10, 5-24.

Combs, A.W., Humanizing Education: The Person in the Process, In "Humanizing Education: The Person in the Process," addresses of the 22nd Annual Conference, Association for Supervision and Curriculum Development, Washington, D.C., 1967.

Combs, A.W., "New Concepts of Human Potenaitl: New Challenge for Teachers," *Childhood Education*, in press.

Combs, A.W., What Can Man Become? Great Speakers Series, 1968, Title V, ESEA, Pennsylvania Dept. of Public Instruction, Harrisburg, Pennsylvania, 47-60, 1969.

Combs, A.W., "What Kind of People Do We Want?" *YWCA Magazine,* 57,11+, 1963.

Cook, Ann and Mack, Herb, *Informal Schools in Britain Today--The Teacher's Role*, New York: Citation Press, 1971.

Dean, Joan, *Informal Schools in Britain Today--Recording Children's Progress*, New York: Citation Press, 1971.

Dustan, M. and Garlan, P.W., *Worlds in the Making: Probes for Students of the Future*, Englewood Fliffs, N.J.: Prentice-Hall, Inc., 1970.

Egan, Gerard, *Encounter: Group Processes for Interpersonal Growth*, Belmont, Calif.: Brooks/Cole Publishing Co., Div. of Wadsworth Publishing Co., 1970.

Ellington, Careth, *The Shadow Children*, Topaz Books, 5 North Wabash Avenue, Chicago, Ill., 60602, 1967.

Featherstone, Joseph, *Informal Schools in Britain Today--An Introduction*, New York: Citation Press, 1971.

Gardner, John W., *Excellence: Can We be Equal and Excellent Too?* and *Self-Renewal: The Individual and the Innovative Society*.

The views of a former U.S. Commissioner of Education on what is needed in society and education.

Gardner, John, *Self-Renewal*, Harper and Row, 1963, paperback 1965, 141 pages.

Gardner helps me to feel more hope and faith in our capacity to develop a self-renewing society. The role of education in developing self-renewing people is clear.

Glasser, William, *Schools Without Failure*, New York: Harper & Row, 1969.

A widely read book which denounces the traditional school system for its emphasis in failure and offers suggestions for creating a success orientation.

Glines, Don E., Creating Humane Schools, Campus Publishers, Box 1005, Mankato, Minn., 1971, 281 pp.
Glines describes a K-12 "open" school that has been operational since 1968. He gives a good description of how to start an open school and discusses problems encountered in implementation. Excellent 23-page bibliography.

Goodman, Paul, Compulsory Mis-education and the Community of Scholars, New York: Vintage Books, 1964.

Harris, Frank W., Games, Eastern Cooperative Recreation School, 1962.

Hart, Leslie A., The Classroom Disaster, New York: Teachers College Press, Columbia University, 1969.

Holt, John C., How Children Fail, New York: Pitman, 1964.

Holt, John C., How Children Learn, New York: Pitman, 1964.

Hunter, Elizabeth, Encounter in the Classroom, New York: Holt, Rinehart, & Winston, 1972.

Hunter, Madeline, The Teaching Process (mimeo) and other publications from: TIP Publications P.O. Box 514, El Segundo, California, 90245.
Excellent suggestions for teachers from the principal of the University Elementary School, University of California at Los Angeles, with a focus on teaching behavior--what the teacher does in the teaching act.

Illich, Ivan, Deschooling Society, New York: Harper & Row, 1971.
Calls for a "cultural resolution" and radical educational reform. Views schools as having failed individual human needs, suggests reforms ranging from legal protection from graded curriculum to formation of skill centers and "peer-matched" learning situations.

Ingraham, Leonard W., "Teachers, Computers, and Games: Innovation in the Social Studies," Social Education, (Jan., 1967) 31; 54-53.

Jersild, Arthur T., When Teachers Face Themselves, Teachers College Press, Teachers College, Columbia University, 1955.

Johnson, David W., Reaching Out: Interpersonal Effectiveness and Self-Actualization.

Johnson, Rita B., Humanizing Instruction, or... Helping Your Students Up the Up Staircase, Self-Instructional Packages, Inc., P.O. Box 2009, Chapel Hill, N.C., 27514.

Kapfer, Phillip G., and Woodruff, Asahel D., The Life-Internship Model of Curriculum and Instruction. Kapfer and Woodruff are currently with the Bureau of Educational Research, University of Utah, working on the development and testing of the Life Internship Model (LIM). Contact them for materials. The LIM is "a radical departure from school practices," but a departure much needed in today's world.

Knirk, F.G., and Childs, J.W., *Instructional Technology*: A Book of Readings, New York: Holt, Rinehart, & Winston, 1968 (paper).

Kohl, Herbert, *The Open Classroom*, New York Review Book, Random House, New York, 1969, 116 pp.

You can't really write recipes for openness. Kohl tries it anyway. There are lots of good ideas of a practical nature. Many people trying to "open up" will find it readable and useful.

Kozol, Jonathan, *Death at an Early Age*, New York: Bantam Books, 1968.

Leonard, George, *Education and Ecstasy*, New York: Dell Publishing Co., 1968.

Offers suggestions for humanizing education.

Luft, Joseph, *Of Human Interaction*, Palo Alto, Calif.: National Press Books, 1969.

Luft, Joseph, *Group Process: An Introduction to Group Dynamics*, Palo Alto, Calif.: National Press Books, 1963.

Lurie, Ellen, *How to Change the Schools: A Parents' Action Handbook on how to Fight the System*, New York: A Vintage Book, Random House, 1970.

Mager, Robert F., *Developing Attitude Toward Learning*, Belmont, Calif.: Fearon Publishers, 1968 (paper).

Practical Suggestions for improving a student's attitudes toward learning.

Mager, Robert F., *Goal Analysis*, Belmont, Calif.: Ferron Publishers, 1972 (paper).

The latest thinking of one of the original thinkers in the behavioral objectives movement.

Moustakas, Clark, *The Authentic Teacher: Sensitivity and Awareness in the Classroom*, Cambridge, Mass.: Howard A. Doyle, 1966 (paper).

Newberg, Norman, and Borton, Terry, *Education for Student Concerns* Office of Affective Development, Philadelphia Board of Education, 21st at Parkway, Phila., Pa., 19103.

Pidgeon, Douglas A., *Informal Schools in Britain Today - Evaluation of Achievement*, New York: Citation Press, 1971.

Polanyi, Michael, *The Tacit Dimension*, Garden City, New York: Anchor Books, 1967, 188 pp.

In somewhat obscure language Polanyi points out that not all knowledge can be verbalized. We know much more than we can say.

Prince, Gerald, and Carnie, George M., Research and Development, 538 Gladiola St., Golden, Colorado, 80401.

Toward the Human Element, Beginning Handbook for Change, Vol. I, 1973-74.

Toward the Human Element, Advanced Handbook for Change, Vol. II, (available in late fall, 1973).

Student Handbook for Change, Vol. III, (available late fall, 1973).

"Toward the Human Element," 45 min. film, and "People," 4 minute film, are available from Research and Development. Seven communication training films are also available.

Pullan, J. M., *Informal Schools in Britain Today - Towards Informality*, New York: Citation Press, 1971.

Richardson, Elwyn, *In the Early World*, New York, New York: Pantheon Books, 1969.

A beautiful, inspiring book describing Richardson's teachin a rural school in New Zealand. It provides detailed accounts of the use of art and creative writing as a vehicle for learning a wide variety of subject matter.

Rogers, Carl R., *On Becoming a Person*, Boston: Houghton Mifflin, 1961 (paperback), 420 pp.

Several chapters in this book deal with student-centered teaching. Others deal more with psychotherapy and other topics related to humaneness.

Rogers, Vincent R., *Teaching in the British Primary School*, London: Collier-MacMillan Limited, 1970.

Rubin, Louis J., (Ed.), *Life Skills in School and Society*, Washington, D.C.: Association for Supervision and Curriculum Development, 1969.

An analysis of educational needs created by the changing times and speculations regarding the capacities of humankind, with practical implications for the school.

Samples, Robert E., *Toward the Intrinsic*, In the *American Biology Teacher*, (journal), Spring 1970.

Samples presents some interesting new assumptions in the teaching of science, leading to a highly independent, decision-making role for the learner.

Sawin, Enoch I., *Evaluation and the Work of the Teacher*, Belmont, Calif.: Wadsworth Publishing Co., 1969.

Schmuck, Richard A., Runkel, Phillip J., Satwren, Steven L., Martell, Ronald T., and Derr, C. Brooklyn, *Handbook of Organization and Development in Schools*, Eugene, Oregon: National Press Books, 1972.

Scobey, Mary-Margaret and Graham, Grace, (Eds.), To Nurture Humaneness: Commitment for the '70's, Washington, D.C.: Association for Supervision and Curriculum Development, 1970.
An analysis by many authors of what is means to be human, with implications and imperatives for education.

Silberman, Charles E., Crisis in the Classroom: The Remaking of American Education, New York: Random House, 1970.

Simon, Sidney B., Howe, Leland W., and Kirschenbaum, Howard, Values Clarification: A Handbook of Practical Strategies for Teachers and Students, New York: Hart Publishing Co., Inc., 1972 (paper).

Simpson, Elizabeth L., Democracy's Stepchildren: A Study of Need and Belief, San Francisco: Jossey-Bass, Inc., 1971.
An attempt to clarify what education must do to develop a deep belief in democratic values. Includes an extensive literature survey.

Stanford, Gene, and Stanford, Barbara Dodds, Learning Discussion Skills through Games, New York: Citation Press, 1969, (Paper, TX1576, $1.65).

Torrance, E. Paul, Guiding Creative Talent, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1962, and Rewarding Creative Behavior, Englewood Cliffs, N.J.: Prentice-Hall Inc., 1965.
Excellent books on developing creativity in the schools by one of the outstanding persons in the field.

Von Hillscheiner, How to Live With Your Special Child.

Weinstein, Gerald and Fantini, Mario D, Toward a Humanistic Education: A Curriculum of Affect, New York: Praeger Publishers, 1970.
Provides a model for teaching based on pupils' concerns and feelings rather than on purely cognitive goals.

Organizations and Periodicals

The following are organizations and periodicals selected from "Directory of Organizations and Periodicals on Alternative Education," Craig R. Render, Charles E. Moon, Donald J. Treffinger, The Journal of Creative Behavior, Vol. I, No. 1, First Quarter, 1973:

Adirondack Mountain Humanistic Education Center, Upper Jay, N.Y., 12987.
A group that works with faculties and school systems through workshops as outside change agents. Emphasis on alternatives to grading.

American Friends Service Committee, 319 East 25th Street,
Baltimore, Maryland, 21218.
Publishes the New School Switchboard, and list of resources for getting into alternative education.

Center for Educational Reform, 2115 South Street N.W., Washington,
D. C., 20008
Clearinghouse for information on educational change and radical alternatives in and out of the system. Publishes Edcentric and many reprints and publications (Center Publication Series).

Consortium for Humanizing Education, c/o Jim Clatworthy,
New College, Oakland University, Rochester, MI, 48063.
To help schools create environments response to individual needs of students and facilitate growth and change in schools.

The Education Center, 57 Hayes St., Cambridge, MA, 02139.
Information clearinghouse for the new schools in the New England area. Publication: a newsletter, Centerpeace.

Education Exploration Center, 3104 16th Ave., South, Minneapolis,
MN, 55407.
Publishes a monthly newsletter, book reviews, job openings, articles of interest to teachers.

Free School Press, Box 22, Saturna Island, British Columbia,
CANADA.
List of publications available and publishes Free School: The Journal of Change in Education.

Holt Associates, Inc., 308 Boyleston St., Boston, MA, 02116.
A group of speakers available for various aspects of education. Also available, reprints of articles, bibliographies and information list and much information about schools.

Intentional Education (formerly EDAL), 106 Morningside Dr.,
Apt. 65, New York, NY, 10027.
Published Report from EDAL conference, Alternatives in Education: What Next? Helpful to those establishing Radical Educational Conferences.

National Association for Community Schools, 1707 N. Street, N.W.,
Washington, D.C., 20036.
A resource group for community schools.

New Jersey Alternative Schools, Terry Ripmaster, 271 Leonia Ave.,
Leonia, N.J., 07605.
A clearinghouse for materials concerned with free schools. Publishes a list of New Jersey free schools and assists existing free schools.

The New School Movement, 117 Madrone Place, E., Seattle, Washington, 98102.
Planning and organizing activities in support of humanistic objectives and goals in education.

New University Conference, 852 W. Belmont, Room 2, Chicago, Ill., 60657.
Publishes the *Radical Teacher*, quarterly. Articles dealing with alternatives to traditional education.

The San Francisco Education Switchboard, 1380 Howard St., San Francisco, CA, 94103.
Catalyst for alternative education and humanizing education by virtue of workshops, meetings, resources, and information.

Teacher Organizing Project, New University Conference, 852 West Belmont, R-om 2, Chicago, Ill., 60657.
A project of the New University Conference. A group of educators in Chicago who believe in schools which liberate the potential of students and teachers and in a society based on human dignity and equality. Has available a pamphlet series for teachers including, *Classes and Schools* and *Down the Up Staircase*.

Publications

Alternatives for Education, P.O. Box 1028, San Pedro, CA, 90733.
Publishes educational alternatives newsletter: Alternative job listings, book reviews, new school openings, resources, etc.; $5/year, 50¢/issue.

Big Rock Candy Mountain, 1115 Merrill Street, Menlo Park, CA, 94025.
A learning-to-learn catalog designed to lead people to sources that aid in personal education. Published quarterly; $8/year.

Change--The Washington Area Newsletter on Alternatives, 7403 Holly Avenue, Takoma Park, MD, 20012.
A free newsletter to help people get in touch with new ideas, people, and places in the Washington area.

Edcentric, 2115 S. Street, N.W., Washington, D.C., 20008.
Publication of the Center for Educational Reform. Published 8 times a year; $5/year.

Free School: The Journal of Change in Education, Free School Press, Box 22 Saturna Island, British Columbia, CANADA.
Publication of the Free School Press; on educational alternatives.

Interchange: A Journal of Educational Studies, Ontario Institute for Studies in Education, 252 Bloor St., W., Toronto 5, Ontario, CANADA.
A quarterly journal concerned with relationships among theoretical perspectives, empirical research, and educational practice; $3/year--students.

Media Mix, Box 5139, Chicago, Ill., 60680.
Ideas and resources for educational change published 8 times a year; $5/year.

No More Teachers' Dirty Looks, Bay Area Radical Teachers' Organizing Collective, 1445 Stockton St., San Francisco, CA, 84133.
News of San Francisco area and writings of radicals on education; $2/year (4 issues).

Outside the Net, P.O. Box 184, Lansing, MI, 48901.
For those who seek a radical and humane alternative to the educational system. Spreads information about change in education; $4/2 years (Six issues and maybe 2 summer issues).

The Teacher Paper, 3923 South Main, Portland, Oregon, 97214.
Published quarterly and publishes only articles written by classroom teachers. Anything having to do with public school teachers' problems; $3/year (4 issues), 75¢/single copy.

This Magazine is About Schools, 56 Esplanade St., Suite 301, Toronto 215, Ontario, CANADA.
Quarterly journal devoted to educational alternatives and radical critique of schools; $4.50/year.

APPENDIX A

SAMPLE SCHEDULE

Day 1

8:00 - 8:15 a.m.	Introductions and Orientation
8:15 - 9:00 a.m.	Workshop Expectations and Objectives
9:00 - 11:00 a.m.	Values Education Exercise
9:00-9:20	Complete Individual Questionnaires
9:20-10:00	Small Group Consensus
10:00-10:15	Group Process Evaluation
10:15-10:30	Break
10:30-11:00	General Assembly--Sharing of Group Consensus, Explain Purpose of the Exercise and Feed Back Individual Scores
11:00 - 12:00 noon	Needs Assessment
12:00 - 1:00 p.m.	Lunch
1:00 - 3:00 p.m.	Identification of Affective Goals
1:00-2:00	Small Groups, Identify Affective Goals
2:00-2:30	Sharing and Discussion in General Assembly
2:20-3:15	Examination of Needs Reflected in Goals
3:15 - 3:30 p.m.	Break
3:30 - 5:00 p.m.	Goal Definition and Objectives Specification
3:30-4:00	Identification of Priority Goals, and Description of a Hypothetical Student
4:00-4:30	Sharing in General Assembly
4:30-5:00	Specification of Objectives

Evening Reading

Ideally, some reading would have been done before the workshop, but if not, it is helpful if the participants do some reading in the evening. What they read will be more meaningful with the experience of the workshop. For the first evening, the three papers listed below are probably most understandable and appropriate:

Toward A Definition of Affect in Education (IERSC, A. R. Wight).

Behavioral Objetives in Perspective (IERSC, Wight, written for the SRIS Quarterly, December 1973 issue).

Measurement in Support of Affective Education (IERSC, A. R. Wight and J. R. Doxsey).

SAMPLE SCHEDULE

Day 2

8:00 - 9:30 a.m.	Affective Assessment and Evidence Specification
8:00-8:15	Introduction to Affective Assessment and Instructions for the Evidence Specification Exercise
8:15-9:00	Small Groups--Evidence Specification
9:00-9:30	Sharing and Discussion in General Assembly
9:30 - 9:45 a.m.	Break
9:45 - 2:00 p.m.	Exploration of Conditions for Affective Growth and Development
9:45-10:15	Complete Assessment of School Climate and Philosophy Questionnaire
10:15-10:45	Brainstorming in Small Groups--Conditions Facilitating and Inhibiting Achievement of Objectives
10:45-11:00	Sharing in General Assembly
11:00-12:00	Educational Process Analysis in Small Groups
12:00-1:30	Lunch and Complete Roles in the Group Questionnaire
1:30-2:00	Share and Discuss Individual Perceptions of the Roles Performed in the Group
2:00 - 2:30 p.m.	Responsible Feedback Exercise
2:00-2:45	Read and Discuss Responsible Feedback Handout, Prepare Skit Providing Examples of Constructive and Destructive Feedback
2:45-3:15	Present Skits
3:15-3:30]	Break
3:30 - 5:00 p.m.	Feedback Consolidation of Climate and Philosophy Questionnaire. Discuss in Small Groups or General Assembly

Evening Reading

ICAC4 - What Kind of a Learner Do We Want?

ICAC5 - Toward a More Responsive Classroom

ICAC6 - Tentative Statement of a Working Philosophy

ICAC7 - Power and Decision Making in Education

ICAC8 - Comparison of the Open and Closed School Systems

SAMPLE SCHEDULE

Day 3

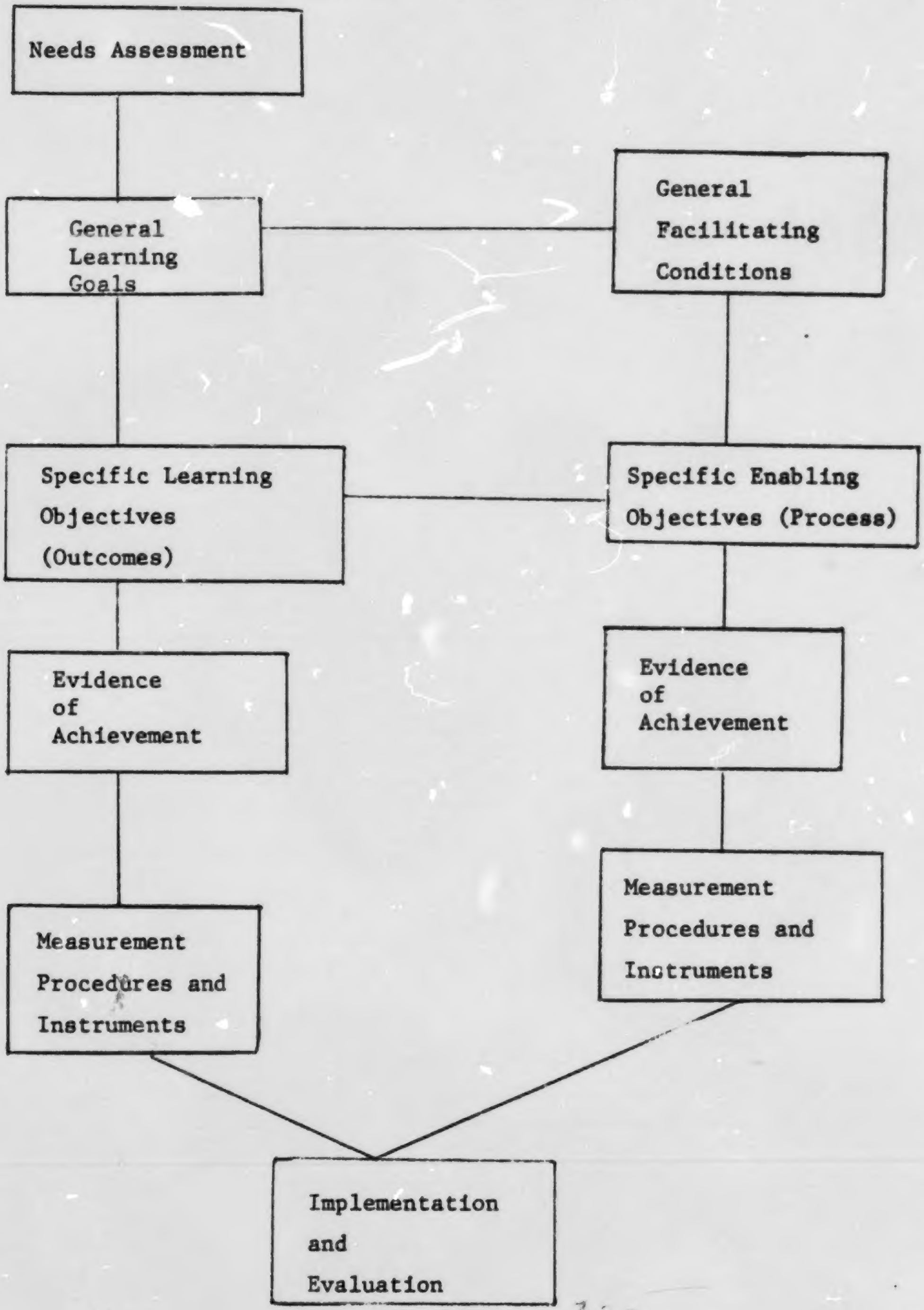
8:00 - 11:30 a.m.	Critical Incidents Exercise
8:00-8:30	Individual Completion of Questionnaires
8:30-10:30	Group Consensus
10:30-11:00	Group Process #2
11:00-11:15	Break
11:15-11:30	Sharing and Discussion in General Assembly
11:30 - 2:30 p.m.	Analysis of Forces For and Against Change
11:30-12:00	In Small Groups, Brainstorm Forces For and Against Change
12:00-1:00	Lunch
1:00-1:30	Share Results of Force Field Analysis in General Assembly
1:30-2:00	In Small Groups, Analyze Ways of Increasing Positive and Decreasing Negative Forces
2:00-2:30	Share in General Assembly
2:30 - 5:00 p.m.	Development of Action Plans
2:30-4:00	Indivudal and Group Preparation of Action Plans
4:00-5:00	Sharing Where We Go From Here

APPENDIX B

WORKSHOP HANDOUTS
AND
INSTRUMENTS

OUTLINE OF PROCEDURES FOR DEVELOPING AFFECTIVE OBJECTIVES, METHODS, AND MEASUREMENT

Interstate Educational Resource Service Center
1610 University Club Building
136 East South Temple
Salt Lake City, Utah 84111


Needs Assessment
General Learning Goals
General Facilitating Conditions
Specific Learning Objectives (Outcomes)
Specific Enabling Objectives (Process)
Evidence of Achievement
Evidence of Achievement
Measurement Procedures and Instruments
Measurement Procedures and Instruments
Implementation and Evaluation

WORKSHOP PROCEDURES AND TENTATIVE OBJECTIVES

Interstate Educational Resource Service Center
Salt Lake City, Utah 84102

The following objectives are proposed by the IERSC staff. It is expected that they will be modified by the participants in the workshop and that priorities will be established as needs are identified. Most of these objectives do not reflect completion of a major task, but rather the beginning of a process that hopefully will continue beyond the workshop.

This workshop is designed to be a participative experience. It is anticipated that participants will play an active role in the workshop, assuming major responsibilities for identifying their learning needs in respect to affective education, establishing meaningful objectives, modifying these objectives as needed, developing effective work groups to complete assigned tasks or initiate more relevant ones, and assessing, evaluating the workshop experiences.

Participants will:

1. Achieve a comfortable and meaningful understanding of what is meant by "affective" objectives or behavior.
2. Identify and analyze student learning needs in the affective area.
3. Translate student learning needs into common goals and educational objectives in the affective area, establishing clear priorities as a total staff.
4. Increase skills in writing objectives (with particular emphasis on affective).
5. Explore conditions which faciliate or inhibit achievement of desirable affective outcomes.
6. Begin to clarify staff and student roles and responsibilities in establishing facilitating conditions.
7. Achieve a better understanding of staff differences, values, and biases while learning to work more effectively together to solve commonly defined problems.
8. Increase understanding of oneself with respect to affective behavior (How do my personal feelings, attitudes, biases, values, beliefs, etc., influence my behavior in working with students?).
9. Explore methods and procedures for involving students, parents, and the community in identifying educational (particularly affective) objectives.
10. Formulate plans for implementation of ideas developed or for continuation of activities initiated in the workshop.

ICAV1

Name________________________________

VALUES EDUCATION QUESTIONNAIRE*

°From the following list of statements, check all teacher behaviors which you feel are important or essential in developing values in students.

°From those checked, select the nine (9) you feel are most important. Assign 9 points to the most important behavior, 8 points to the next most important, until the nine statements you have selected have been assigned a number.

°Keep this form for discussion purposes. Transfer the points assigned to the answer sheet.

1. ____ Provide students with a good set of values that will serve them until they are old enough to make their own choices.
2. ____ Encourage students to adopt the values of their parents and community, to maintain harmony in the family and society.
3. ____ Help students identify what is important to them (their values), what they prize and cherish.
4. ____ Give students opportunities to explain and discuss their values with their classmates.
5. ____ Help students become aware of different value and belief systems.
6. ____ Identify persons who are good models (past or present) of preferred values.
7. ____ Set an example of the way people ought to behave.
8. ____ Encourage students to act, behave, and live in accordance with their own value choices.
9. ____ Help students discover and examine available alternatives when they are faced with value decisions.
10. ____ Help students recognize those choices that are acceptable and those that are not.
11. ____ Support students in their own value decisions, but help them learn to weigh the possible consequences.
12. ____ Help students understand the conflict between individuals and groups (i.e., religious and cultural) that can develop from value differences.
13. ____ Inspire students by presenting examples of admirable values and their consequences.
14. ____ Help students examine their own behaviors, attitudes, and beliefs to clarify their value system.
15. ____ Help students make choices by presenting arguments and reasons for certain values and the pitfalls of others.
16. ____ Encourage students to make their own choices, and to make them freely.
17. ____ Establish rules and standards for the classroom that represent desirable values.
18. ____ Help students learn to respect the values of other persons, groups, and cultures.
19. ____ Help students learn to deal effectively with their own value conflict.
20. ____ Encourage students to examine changing values in society, value conflict, and hypocrisies (saying one thing, doing another).
21. ____ Draw on the wisdom of the culture or religion to lend support to proven values.

---

*Developed by A.R. Wight and J.R. Doxsey of the Interstate Educational Resource Service Center, Salt Lake City, Utah. Taken in part from Values and Teaching, Louis E. Raths, Merrill Harmin, and Sidney B. Simon, Charles E. Merrill Publishing Co., 1966.

ICAV2

Do not put your name on this form.

VALUES EDUCATION QUESTIONNAIRE

Answer Sheet

Please transfer the points assigned to the nine statements you selected to this form. Hand this sheet in for scoring and consolidation. We are interested in seeing how the teachers as a group responded to these statements. In addition, you will be given an individual score based on the points you assigned the different statements. You can find your score by remembering the number at the top of this page. The meaning of the score will be explained later.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____
16. ____
17. ____
18. ____
19. ____
20. ____
21. ____

VALUES EDUCATION EXERCISE

Small Group Consensus

1. As a group, arrive at a consensus regarding the five most important teacher behaviors. Consensus means discussing differences and opinions until the entire group arrives at agreement (no voting and no averaging of individual choices). Be prepared to report the reasons why your group feels the five you selected are most important.

2. As a group, decide on priorities (most important first, next most important second, and so on) and report in priority order when the total group reconvenes.

ICAV4

SCORING AND CONSOLIDATING VALUES ED QUESTIONNAIRE

1. Compute total score for each category. Write on the individual's answer sheet in this order:

   Clarification C-
   Indoctrination I-
   Other Values O-

2. Compute difference between C and I and record difference score above other scores.
3. Sort answer sheets by difference score (high C to high I).
4. Copy on single sheet, listing in the order of high C beginning at the left to high I on the far right.

Participant No.															
Difference Score															
Clarification Score															
Indoctrination Score															
Other Values Score															

High Clarification ←——————→ High Indoctrination

Clarification Items	Indoctrination Items	Concern for Others Items
3.	1.	5.
4.	2.	12.
8.	6.	18.
9.	7.	
11.	10.	
14.	13.	
16.	15.	
19.	17.	
20.	21.	

NEEDS ASSESSMENT

Interstate Educational Resource Service Center
1610 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

1. What kind of a world do students have to prepare for? (What changes are taking place? What kinds of problems will they face?)

ICAN2

NEEDS ASSESSMENT

Interstate Educational Resource Service Center
1610 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

2. What characteristics would allow a person to live and work effectively in this world (personal characteristics, coping skills, problem-solving skills, etc.)?

NEEDS ASSESSMENT

Interstate Educational Resource Service Center
1610 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

3. What characteristics would make it difficult for a person to live and work effectively (to cope, adapt, solve problems, etc.)?

GOAL IDENTIFICATION

Interstate Educational Resource Service Center
1610 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

What affective goals would you suggest for the students of your school, based on the characteristics of persons who could adapt, cope with, solve problems, be happy, and contribute to the kind of world you previously described?

(For additional resource material to assist you in this task, see the publication, Affective Goals of Education, especially pp. 7 and 8.)

ICA02

OUTLINE OF AFFECTIVE EDUCATIONAL GOALS

1. Self

1.0 General--self-realization, self-concept, self-awareness, self-understanding, self-acceptance, self-respect, self-esteem, self-analysis, self-improvement.

1.1 Locus of Control--self-direction, independence, power, self-reliance, initiative, autonomy, self-control, self-discipline.

1.2 Personal Organizing Systems--personal values, ethics, standards, morals, beliefs, constructs, principles, philosophy, style of life, philosophy of existence.

1.3 Personal Adjustment, Achievement, Interest, and Expression--

- 1.3a Health--good health habits, maintenance of physical and emotional well-being, safety, good nutrition.

- 1.3b Creativity--valuing and recognizing creativity as a basic human need; willingness to risk failure, to innovate; expressing oneself creatively and appreciating the creative expressions of others.

- 1.3c Coping with Change, Adversity, Ambiguity, and Uncertainty--functioning in a rapidly changing world, dealing with new situations and problems, adjusting to changing jobs and job requirements.

- 1.3d Productiveness, Work, Accomplishment--preparation for life-work, satisfaction of producing and contributing.

- 1.3e Leisure Time--constructive use of leisure time, intellectual interests, hobbies, recreation, sports.

- 1.3f Aesthetic Appreciation, Expression--appreciation of beauty, nature, art, literature, music, drama; creative self-expression through fine arts.

1.4 Personal Skills and Abilities--

- 1.4a Perception and Awareness--perceptual awareness, sensitivity, and accuracy.

- 1.4b Learning--passion for knowledge and pleasure in knowing; positive attitude toward learning; curiosity, an inquiring mind; motivation to learn; independence in seeking and using knowledge; good study habits; ability and desire to use the learning resources of the community; acceptance of learning as a life-long process of self-development.

- 1.4c Problem-Solving and Decision-Making--developing skills in problem-solving processes, securing information, analyzing, synthesizing, evaluating, drawing conclusions, and making decisions; interest in current problems, weighing alternatives for their solution.

1.4d Goal Setting and Goal Seeking--selection of meaningful and satisfying goals; selection and mastery of means for achieving chosen goals; setting personal goals based on understanding of abilities, interests, values, aspirations, and limitations.

1.4e Communication--competence in communicating feelings, ideas, and information through speaking, listening, reading, and writing: basic skills to obtain and express ideas through use of words, numbers, and other symbols.

2. Others

2.1 Interpersonal Effectiveness--developing and maintaining effective interpersonal relationships; high regard for friendly, sincere, cooperative relationships; demonstrating sensitivity, empathy, affection, love, friendship, respect, courtesy, loyalty, cooperation, trust, openness; respect for the dignity and worth of the individual, respect for individuality; skills, attitudes, and understanding necessary for effective group action.

2.2 Family Relationships, Responsibilities--appreciation of the significance of the family, understanding and acceptance of family responsibilities.

2.3 Intercultural Understanding, Effectiveness--recognition of and willingness to live in a pluralistic society, world; understanding and appreciation for persons from other cultures or ethnic groups; satisfying relationships with a wide range of people.

2.4 Social Responsibility (community, nation, world, mankind)--Social awareness and responsibility; concern for one's fellow man, the general welfare, improvement of the human condition; acceptance of the rights and responsibilities of citizenship; loyalty to democratic ideals and institutions; respect for rights of others, acceptance of civic duties and community responsibilities; participation in the economic system as a producer and consumer; practicing socially acceptable behavior; recognition and understanding of world interdependence.

3. The Man-Made World--understanding and appreciation of human achievement in the sciences, humanities, and the arts; understanding and appreciation of the roles of science and technology in improving man's way of life.

4. Nature--desire to maintain a healthful and harmonious natural environment; values the conservation and wise use of human and natural resources; understanding of man as a part of nature.

Taken from A. R. Wight, Affective Goals of Education, Interstate Educational Resource Service Center, Salt Lake City, Utah, November, 1971.

TYPES OF NEEDS REFLECTED IN GOALS SET FOR STUDENTS

Interstate Educational Resource Service Center
1610 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

GOALS

TEACHER NEEDS	PROGRAM NEEDS	SOCIETY'S NEEDS	ASSUMED STUDENT NEEDS	STUDENT FELT NEEDS

ICA03

Name(s) ______________________________

____

____

Goal ____

Based on your experience, describe a hypothetical student who would exemplify this characteristic. What would he be doing, feeling, or thinking? Provide a clear enough and complete enough description so that other persons reading the description would agree that he is in fact exhibiting this characteristic. Be careful not to make your description so broad that you are including aspects of other, related characteristics.

Names__________________________

____

____

Goal Area____

OBJECTIVE'S SPECIFICATION: Based on the hypothetical description, write specific objectives for each of the main elements of the goal. By the end of a specified educational experience (i.e., first grade, elementary school, etc.), what will the student be doing, feeling, or thinking in relation to specific objects, situations, or events?

ICAM1

Name (s) ____________________

____

____

OBJECTIVE ____

How would you determine whether a student was achieving this objective (or progressing satisfactorily toward achievement)?

a. What evidence would you be willing to accept that the objective was being achieved? (What would happen, who would be doing what, under what conditions, when, where?)

b. How would this evidence (data) be obtained? By whom? (self-evaluation, self-report, teacher observation of behavior, observable product, peer report, other?)

c. How will the data be assessed or evaluated (against what yardstick, what criteria or standards of performance)?

CONDITIONS
FACILITATING AND INHIBITING
ACHIEVEMENT OF OBJECTIVES

1. Select a high priority affective goal or objective.
2. Generate (brainstorm) a list of conditions (climate, attitudes, behavior, interaction, experiences, etc.) that would facilitate or support achievement of this goal or objective.
3. Generate (brainstorm) a list of conditions that would inhibit achievement of the goal or objective.

Record each list on a blackboard or newsprint pad so that all members of the group can see the list. Someone in the group should copy the list so that lists from all groups can be consolidated.

ICAC2

ASSESSMENT OF SCHOOL CLIMATE AND PHILOSOPHY*

1. To what extent have goals and objectives been developed for your school?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite a bit			Completely

2. To what extent have the following groups been involved in developing goals and objectives for your school?

A. Parents and community:

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite a bit			Completely

B. Teachers:

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite a bit			Completely

C. Student involvement:

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite a bit			Completely

3. To what extent do these goals and objectives represent a consistent and well understood school philosophy?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			To quite an extent			To a great extent

4. How important do you feel it is to establish affective objectives for your school?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite			Extremely

5. How confident do you feel in your ability to identify conditions that would facilitate and conditions that would inhibit (climate, methodology, teacher-student interaction, etc.) achievement of affective outcomes?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite			Completely

6. How confident do you feel in your ability to create these conditions?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite			Completely

---

*Developed by A.R. Wight and J.R. Doxsey of the Interstate Educational Resource Service Center, Salt Lake City, Utah.

7. How clear is your understanding of the kinds of changes necessary to integrate affective objectives more effectively into the curriculum and classroom activities?

1 2 3 4 5 6 7 8 9
Not at all Somewhat Quite Completely

8. How committed would you be personally to making these changes?

1 2 3 4 5 6 7 8 9
Not at all Somewhat Quite Completely

9. How effectively do you feel the staff can work together in making these changes?

1 2 3 4 5 6 7 8 9
Not at all Somewhat Quite Completely

10. How open and supportive do you feel the climate would be in this district for these kinds of changes?

A. Community openness and support:

1 2 3 4 5 6 7 8 9
Not at all Somewhat Quite Completely

B. Administration openness and support:

1 2 3 4 5 6 7 8 9
Not at all Somewhat Quite Completely

11. To what extent do you feel the community should be involved in identifying affective objectives?

1 2 3 4 5 6 7 8 9
Not at all Somewhat Quite Completely

To what extent do you feel the students should be involved in the process of:

A. Identifying and defining affective objectives.

1 2 3 4 5 6 7 8 9
Not at all Somewhat Quite Completely

B. Measuring outcomes (i.e., identifying evidence, providing self-report data, etc.).

1 2 3 4 5 6 7 8 9
Not at all Somewhat Quite Completely

C. Establishing facilitative conditions.

1 2 3 4 5 6 7 8 9
Not at all Somewhat Quite Completely

12. To what extent do individual staff feel free to discuss school problems with the principal?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite a bit			Completely

13. To what extent do you feel the principal supports the individual teacher in his/her efforts to improve instruction in the school?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite a bit			Completely

14. To what extent do teachers cooperate and support each other (as opposed to competing and criticizing each other)?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite a bit			Completely

15. How productive are the staff meetings in the school?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite a bit			Extremely

16. To what extent does the staff determine the agenda of these meetings?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			To quite an extent			Completely

17. To what extent does the staff participate in making significant decisions in the school?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite a bit			A great deal

18. To what extent is a teacher's work inhibited by the students' parents?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite a bit			A great deal

19. To what extent does the community respect its teachers and trust their professional decisions?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite a bit			Completely

20. How free do teachers feel to discuss controversial issues in their classes?

1	2	3	4	5	6	7	8	9
Not at all		Somewhat			Quite a bit			Completely

School Philosophy

(In this section select the number from the following scale that best represents your feeling regarding each item "as it is" in your school now and "as it should be." Write the number in the appropriate box to the right.)

In each item below, to what extent (1) is the emphasis on a or b and (2) should it be on a or b.

1	2	3	4	5	6	7	8	9
Completely on a				Equally on a & b				Complately on b

	As It Is	As It Should Be
21. a. Classroom control and discipline maintained by the teacher--students quiet and in their seats. b. Freedom and self direction--students moving about and talking freely, assuming personal responsibility for their behavior.	☐	☐
22. a. Requiring students to show proper respect to teachers and other adults. b. Building a climate of respect and trust among and between students and faculty.	☐	☐
23. a. Requiring students to be responsible for completing assigned tasks and abiding by school rules and policies. b. Responsibility shown by questioning, challenging, attempting to identify meaningful goals and activities, and participating in development of school rules and policies.	☐	☐
24. a. Punishing or reprimanding students for misbehavior, acts that hurt or offend others, or violation of rules and standards. b. Student assumption of personal responsibility for his own behavior, for correction of wrongs done to others, and for acceptance of the consequences of behavior and decisions.	☐	☐
25. a. Student learning objectives established by the teacher or administration. b. Objectives selected by the students and parents.	☐	☐

	As It Is	As It Should Be
26. a. Student assignment to a specific grade level or permanent groups. b. Student identification only with temporary interest or task groups.	☐	☐
27. a. Groups of students assigned to a specific classroom space. b. Flexible use of space to meet specific needs.	☐	☐
28. a Time tightly structured into activity or subject matter. b. Flexible schedule to allow time necessary to pursue interests or complete tasks.	☐	☐
29. a. Learning confined to the classroom. b. The entire community as classroom--valuing of outside experiences.	☐	☐
30. a. Teaching subject-matter and skills. b. Personal growth and development of individual students.	☐	☐
31. a. Memorizing content of prescribed course material. b. Seeking information to solve meaningful problems.	☐	☐
32. a. Activities selected or designed by the teacher. b. Student-initiated activities--pursuing his own interests, curiosity, or activities to achieve his own learning.	☐	☐
33. a. Large group (class activities). b. Small group or individual activities.	☐	☐
34. a. Same instruction in a specified subject matter area given to all students. b. Instruction modified to accommodate individual needs and preferences.	☐	☐
35. a. Specified time allowed for the completion of a unit of instruction or course. b. Time of completion based on individual interests and abilities.	☐	☐

	As It Is	As It Should Be
36. a. Instructional resources geared to specific grade levels and units.	☐	☐
b. Instructional resources available to meet different interests and ability levels.		
37. a. Instructional resources available only at specified times.	☐	☐
b. Instructional resources always available.		
38. a. Use of prescribed resources and materials.	☐	☐
b. Encouraging students to use their initiative to identify and use resources and materials.		
39. a. The student providing answers to questions asked and solving problems assigned by the teacher.	☐	☐
b. The student asking questions and identifying problems.		
40. a. The student following directions.	☐	☐
b. The student making his own decisions and developing his own plans.		
41. a. Accepting facts and opinions of authorities.	☐	☐
b. Questioning facts and opinions of authorities.		
42. a. "Right" answers to questions or "approved" solutions to problems.	☐	☐
b. Self-expression and creative solutions to problems.		
43. a. Teaching values.	☐	☐
b. Helping students clarify their own values.		
44. a. Evaluating students against group norms and thus assuring the failure of some students.	☐	☐
b. Evaluating a student with respect to standards and goals of his own individualized program.		
45. a. Teacher evaluation of student performance.	☐	☐
b. Self-evaluation.		

	As It Is	As It Should Be
46. a. Evaluation feedback to students and parents through letter grades. b. Evaluation feedback through individual conferences in which achievements, diagnosed or felt needs, and prescribed or desired activities are discussed.	☐	☐
47. a. Emphasis on competition among students. b. Emphasis on cooperation among students.	☐	☐

COMMENTS:

EDUCATIONAL PROCESS ANALYSIS*

Estimate the distribution of time in your course or class with respect to the following considerations. Then indicate the distribution of time you feel would be ideal. With the exception of categories 10 and 11, percentages within categories should total 100%. In 10 and 11, various activity moods and student feelings might be present at the same time.

1. TYPES OF THOUGHT PROCESSES

What percent of the time do learning activities require or encourage students to employ each of the following types of thought processes?

	As It Is	Should Be
A. Acquiring, recalling, recognizing and REPRODUCING INFORMATION AND IDEAS.		
B. APPLYING INFORMATION AND METHODS TO NEW SITUATIONS; evaluating and judging things according to given standards.		
C. PRODUCING NEW AND DIFFERENT IDEAS, solving problems, creating and inventing.		
TOTAL=	100%	100%

2. GOAL AND ACTIVITY DECISIONS

What percent of the time does the teacher or someone other than the teacher decide what should be learned, what learning activities to engage in, and how to conduct the activities? What percent of the time do the class as a whole, student groups, or individual students make these decisions with the teacher?

	As It Is	Should Be
A. SOMEONE OTHER THAN THE TEACHER OR STUDENT DECIDES		
B. TEACHER DECIDES		
C. CLASS DECIDES		
D. STUDENT GROUPS DECIDE		
E. INDIVIDUAL STUDENTS DECIDE		
TOTAL=	100%	100%

---

*From "Affective Priorities in Education," by David T. Miles, Educational Research Bureau, Southern Illinois University.

3. MOTIVATION

What percent of the time do students engage in activities for each of the following purposes or motives?

	As It Is	Should Be
A. To SATISFY PERSONAL INTEREST OR CURIOSITY--want to know what, how, or why--the activity appears challenging, interesting or fun.		
B. To ACQUIRE KNOWLEDGE OR SKILLS the learner feels will be valuable in the near or distant future (i.e., reading, computing, voting, appreciating music, etc.).		
C. To OBTAIN REWARDS UNRELATED (OR EXTRINSIC) to what is learned such as: social praise from teachers, parents, or peers, to get good grades, honors, financial rewards, to get higher scores than other students, etc.		
D. To AVOID NEGATIVE CONSEQUENCES for not engaging in activities such as: disapproval from teachers, parents, or peers, being left out, being punished, etc.		
TOTAL=	100%	100%

4. ACTIVITY DIFFERENTIATION, PARTICIPATION AND PACING

What percent of the time do students spend in each of the different types of activities designated below?

	As It Is	Should Be
A. JOINT CLASS ACTIVITY, PARTICIPATION, AND PACING, all students do the same thing together as a class, and progress at the same pace.		
B. CLASS ACTIVITY, GROUP PARTICIPATION AND PACING, all students do the same thing, but work together in groups and each group progresses at its own pace.		
C. CLASS ACTIVITY, INDIVIDUAL PACING, all students do the same thing, but each student works independently and progresses at his own pace.		
D. GROUP ACTIVITY AND PACING, students work together in groups; each group does a different thing and progresses at its own pace.		
E. INDIVIDUAL ACTIVITY AND PACING, each student does something different and does it at his own pace.		
TOTAL=	100%	100%

5. ACTIVITY FORM RELEVANCE

What proportion of the learning activities are similar in form (not the content or subject matter) to the learning activities students engage in outside of and after they complete school?

		As It Is	Should Be
A.	HIGHLY RELEVANT: Activities which are highly similar to non- and post-school activities; i.e., discussing, making decisions, solving problems, independent investigation, acquiring information from various sources, playing.		
B.	LOW RELEVANCE: Activities which are uncommonly done outside of school; i.e., reciting information, taking notes in lectures, conducting lab experiments, taking tests, writing book reports.		
	TOTAL=	100%	100%

6. EVALUATION SOURCE

What percent of the information regarding a student's progress in learning is obtained from the teacher, other students, or himself (self-evaluation)?

		As It Is	Should Be
A.	TEACHER		
B.	OTHER STUDENTS		
C.	SELF		
	TOTAL=	100%	100%

7. EVALUATION STANDARD

What percent of the time is the feedback (information) obtained by students regarding their success in learning based on comparisons with other students as opposed to a comparison with some other standard (i.e., individual improvement, a fixed standard of achievement, completion of some task, movement toward or completion of an objective, etc.)?

		As It Is	Should Be
A.	COMPARISON WITH OTHER STUDENTS		
B.	INDIVIDUAL OR FIXED STANDARD		
	TOTAL=	100%	100%

8. PARTICIPATIVE GOVERNANCE

What percent of the non-academic rules and regulations of the classroom and school do students, teachers, and other sources participate in deciding upon?

		As It Is	Should Be
A.	STUDENT PARTICIPATION IN GOVERNANCE		
B.	TEACHER PARTICIPATION IN GOVERNANCE		
C.	OTHER: PRINCIPAL, SUPERINTENDENT, SCHOOL BOARD		
	TOTAL =	100%	100%

9. TEACHER ACTIVITY

What percent of the time are teachers engaged in each of the three general categories of activity described below?

		As It Is	Should Be
A.	DESIGN, PREPARATION, EVALUATION, activities in which the teacher is not in direct contact with students; including planning activities; preparing and selecting resource materials; documenting and evaluating the progress of students, etc.		
B.	PERSONALLY DELIVERING INSTRUCTION, activities in which the teacher serves as the major source of information and personally manages learning activities; i.e., delivering lectures; giving demonstrations; directing class recitation, question-answer sessions or discussions, testing, etc.		
C.	FACILITATING, SUPPORTING, CONSULTING, activities in which the teacher helps students plan and carry out activities and is not the main source of information or manager of the activity; i.e., individual and group projects, independent study, student-centered discussions, etc.		
	TOTAL=	100%	100%

10. ACTIVITY MOOD

What percent of the time is the general mood or atmosphere of activities one or more of those listed? (Since many of these moods can exist at the same time, enter responses for all moods considered appropriate.) Percentages need not total 100%.

	As It Is	Should Be
A. INTERESTING AND REWARDING		
B. TENSE, ANXIOUS, THREATENING		
C. STIMULATING, CHALLENGING		
D. ORDERLY AND BUSINESSLIKE		
E. INFORMAL AND RELAXED		
F. DULL, BORING		
G. CHEERFUL, PLEASANT		
H. COMPETITIVE		
I. COOPERATIVE		
J. DISORGANIZED, CONFUSED		

11. STUDENT FEELINGS

What percent of the time do students have one or more of the listed feelings about themselves regarding their experiences in learning activities? Percentages need not total 100%.

	As It Is	Should Be
A. ACCEPTED AND APPRECIATED BY TEACHER		
B. ACCEPTED AND APPRECIATED BY PEERS		
C. OPEN, SHARING, RISKING		
D. DEPENDABLE, RESPONSIBLE, COOPERATIVE		
E. HONEST, SINCERE		
F. OBEDIENT, RESPECTFUL		
G. COMPETENT, SUCCESSFUL		
H. FAILURE, INFERIOR		
I. IMAGINATIVE, CREATIVE, DARING		
J. INDEPENDENT, SELF-DIRECTED, SELF-RELIANT		
K. SELF-AWARE, SELF-ACCEPTING		
L. RESPONSIBLE FOR OWN LEARNING		

WHAT KIND OF LEARNER DO WE WANT?

In response to this question, the Math/Science area of Sand Ridge Junior High School in Roy, Utah proposed:

1. One who enjoys and is proud of what he is accomplishing.
2. One who will question why and how materials and things about him work, and try to discover ways of obtaining more knowledge of the things that interest him.
3. One who will respect my views and the views of others, but will develop his own set of beliefs and values.
4. One who dares to respectfully question the values and beliefs of adults and his society and wants to see why they are/are not better than what he desires.
5. One who will work within the framework of his group, school and society to bring about the changes he feels important. One who wants to be involved.
6. One who is learning more each day about the skills, attitudes and behaviors he will need to become a productive, happy and useful citizen.
7. One with the desire and ambition to achieve to his own ability level the skills being taught in his learning experiences and life activity.
8. One who can create activities and ideas to occupy himself during times nothing has been structured for him by others.
9. One who can meet, live and accept the rules, regulations and desires of the school setting, family, his group and society without malice, discontent, rebellion or loss of individual worth-whileness until he can get those he disagrees with or finds wrong changed.
10. One who can become an individual with his own set of goals, habits, personality and abilities and recognizes the right of all others to be different and accept different goals and attitudes than he has accepted.
11. One who is tolerent and helpful to others of a less or greater ability than his own.
12. One who is prepared with the attitudes, tools, skills, materials and desire to obtain the most of each situation, whether in the learning situation, extra-curricular activity, home or community.
13. One who can accept and build upon his own limitations and liabilities without a feeling of worthlessness and who can recognize his own abilities, strengths, potential and worth as an individual. He dares to try.
14. One who can incorporate into his own value system the honored ideals upon which our society has been successfully founded, vis. honesty, value of work, an honest day's work for a day's pay, dignity of the individual, the right of each person to achieve to his highest potential, and being able to keep one's word and gain the respect of others.

15. One who enjoys learning for the sake of accomplishing something new.

16. One who will be engaged in the bettering of self by completing the tasks assigned by those for whom he works or supervise his activities.

17. One who desires to become involved in the world and society around him, and to give part of himself to that world and society. He tries to make the world a better place because he passed this way.

18. A thinker and problem solver, not a regurgitater of ideas and facts.

19. One who constantly tries to improve the situation he finds himself in and accepts the fact that change is a dynamic force in achieving better things.

20. One who is prepared and anxious to share and cooperate with others in the skills and ideas that he has gained.

21. One who achieves both the written and verbal skills needed to convey his ideas and thoughts to others in an understandable fashion.

TOWARD A MORE RESPONSIVE CLASSROOM*

Interstate Educational Resource Service Center
1610 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

The New School recognizes the need to develop an instructional program which better responds to the needs and interests of children.

We would like to implement a program which reacts in sensitive and creative ways to the needs of children as individuals. To accomplish this, we need to enrich and expand the curriculum for children at all ability levels and to provide them with a stimulating environment for learning. We sense the need to enlarge the teacher's conception of what are acceptable and significant areas of involvement for children.

We want to assist teachers in moving from a compartmentalized curriculum toward a more flexible schedule, where boundaries of time are eliminated and where children are encouraged to set their own pace for learning and pursue their own areas of interest. This flexibility will in no way weaken the teacher's efforts in developing basic curricular skills in children, but instead will provide a broader and richer environment for learning which will promote increased opportunities for developing and expanding these skills.

We desire to foster classrooms where learning is rooted in the children's experiences and where what is learned becomes important because it is relevant to the child and can be put to some use. We want to see classrooms organized so that they have an atmosphere of mutual trust and respect among teachers and children. This does not mean that we wish to diminish the importance of many of our traditional academic goals. They are still important. However, we wish to pursue these goals in more flexible and self-directing ways so that children's learning is related more directly to their out-of-school experiences.

---

*From Insights, Vol. IV, No. 7, April 1972, published by the New School, University of North Dakota, Grand Forks, North Dakota 58201.

In this regard, communication skills are particularly important. We believe that the skills of literacy--especially reading, writing, speaking and thinking--develop more effectively if they are not treated as academic exercises in a vacuum. Instead we think they should be taught in the context of learning situations which stimulate children's imagination and thought--and as a consequence foster their desire to communicate. Beyond communication and mathematics skills, we find it very difficult to generalize about the specific subject-matter content of the curriculum. In this age of the "knowledge explosion" there is probably no sacred body of information to which all children must be exposed. What is taught in each community will be strongly influenced by local conditions. Our major concern is the process by which it is taught and the conditions under which children learn it.

In this regard, we think it particularly important that:

- °Children are able to initiate activities, that they are self-directing and able to take responsibility for their own learning.
- °Children exhibit intense involvement, where their curiosity leads to concern and commitment.
- °Children continue to wonder and imagine.
- °Children are willing to face uncertainty and change and in the process be able to cope with complexities they have not specifically been taught to manage.
- °Children are open, honest and respectful of themselves, adults and other children and are learning responsibility as an integral part of freedom.

Classrooms that are responsive to the above will and should develop their own unique character. Still they tend to have certain common characteristics. The following is a list of specific qualities stated in behavioral or operational terms that we wish to infuse in the classroom.

°A rich assortment of materials for children to explore, manipulate, construct, etc., providing abundant opportunities for children to learn from experience. Materials will have diversity and range with little replication.

°Space is divided into flexible activity areas that are attractive and inviting. Activity areas provide for a variety of potential use and ability levels.

°Children have freedom to move about the room in pursuit of learning activities.

°The teacher tends to give children small concentrated amounts of her time rather than giving general attention to the children as a class all day.

°Instead of concentrating on giving assignments, the teacher amplifies and extends the possibilities of activities children have chosen, through individual conversation and the introduction of related materials.

°The teacher uses evaluation to provide information he or she will use in seeking better ways of encouraging and providing for children's learning. The climate for learning is non-threatening; fear of failure is absent.

°The teacher shows respect for children's ideas, feelings, and actions and rarely finds the need to command or reprimand.

°Activities often arise from the children's responses to the environment provided by the teacher or the interests children bring with them to school.

°With guidance from the teacher, the children join in planning many of their own activities. Children are able to exercise real choice.

°Children are able to explore an interest deeply in an environment where there often is a variety of activities going on simultaneously. Children can be found working independently or in small groups.

°There are few obvious barriers between subject matter areas and much of the children's activity is interdisciplinary.

°There are a minimum number of restrictions determined by the clock, providing a flexible schedule that permits more natural engagement and disengagement.

°Children's learning is frequently a cooperative enterprise marked by children's conversation with each other about their joint efforts.

°Conflict in the classroom is recognized and is not just handled by the teacher alone solely through punishment or exclusion.

°The teacher actively seeks further information about the community and physical, cultural and human resources.

°The teacher seeks information about new materials and is willing to experiment with such materials.

°The teacher makes an effort to establish on-going communication with other teachers about children and learning.

°A hard and fast distinction is not made between work and play in the learning process.

°All forms of creative expression and representation--in the arts and in movement, as well as in language--are evident and are considered an important part of the program.

°Teachers view themselves as active learners in the process of creating and adopting ideas and materials. In this regard the teacher is continually exploring new ideas both inside and outside the classrooms.

°The teacher sees himself or herself as one of many sources of knowledge and attention in the classroom; therefore the teacher directs the children to a variety of sources, both within and out of the classroom.

°The teacher sees the classroom as an opportunity for his or her own personal growth and change and the classroom reflects this.

°The teacher feels secure in working without a pre-determined, set curriculum or fixed time period.

As a result of classrooms organized along these lines, we believe that children will become more independent, self-reliant and be able to work more cooperatively with other children.

(EDITOR'S NOTE: The foregoing statement was written especially for participants in the New School's Follow Through program. However, inasmuch as instructional objectives for Follow Through are the same for all classrooms the New School is associated with in North Dakota, the statement is generally applicable.)

Tentative Working
STATEMENT OF SCHOOL PHILOSOPHY*

Interstate Educational Resource Service Center
1610 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

I. Purpose

A. The school serves persons and groups by helping each one to understand and to respect themselves, other people, and their world, by becoming responsible, decision making, self-directing, value judging, self-educating individuals.

B. The school is to benefit education as a whole through innovation, experimentation, research, evaluation, and dissemination of many new programs. To this end conventional methods should continue only where they really appear to be best for certain individual students; this school should be one of those probing the future.

C. As part of the experimental nature of the program, the school provides a laboratory setting for pre-service and in-service training of teachers and administrators in cooperation with schools of education, especially aiding new designs in teacher education.

II. Beliefs: Stated beliefs are based upon present knowledge and understanding of growth and learning; they may change as future research changes that knowledge.

A. The Student:

1. All students are different and have different capabilities, needs, and interests which change from day to day even within the same students.
2. Anything taught and any method used to teach it should be appropriate to the student's capabilities and relevant to his needs and interests at the particular time, rather than be only continual preparation for the next step in his education.
3. Every student should find some success every day; the school must utilize every person, method, and material possible to give him a greater chance for success.
4. Because factual knowledge changes and multiplies so rapidly, emphasis should be placed on process and inquiry rather than on product and content. The student should be encouraged to enjoy learning, to be receptive to change, and to educate himself.

---

*From Creating Humane Schools, by Don E. Glines, Campus Publishers, Box 1005, Mankato, Minnesota 56001. (Creating Humane Schools has subsequently been revised. The later edition is available at this address.)

5. The student should be encouraged to learn how to ask questions, find answers, organize his information, and draw generalizations from his information.

6. Each student should have the necessary freedom in which to direct his own behavior, make his own decisions, and form his own values. Through this freedom he can develop respect both for his own worth and unique qualities and the rights of others.

7. With this freedom, the student must be taught to accept responsibility for the results of his behavior and decisions. A situation in which the student disciplines himself is most conducive to learning.

8. The emphasis in both teaching and learning should be on human relations, tolerance, and understanding rather than on content and skills, though these are also necessary. "The goal of the school program is to help him develop an inner self capable of finding solutions."

B. Learning:

1. In order to learn, each student must consider himself capable of learning and worthy of being taught.

2. The student must be interested in what he is studying and motivated to learn; the most effective motivation comes from within the student and occurs when he sees the relevance of what he is learning to his own goals.

3. The student learns best when he is trusted, when his ideas are respected, and when his learning behavior is reinforced. Negative criticism and failure lead to discouragement and further failure.

4. Creativity is encouraged when the student feels free to question everything, when divergent thinking is rewarded and when thought and imagination are the goals of factual information and memory.

C. The School:

1. Persons affected by a decision (students, parents, teachers, and administrators) should have a part in making that decision.

2. Curriculum should not be rigid, either for all students or for all time. Continuous evaluation of the curriculum should provide for continual change as the individual student and situation change.

3. Teachers must work and plan together in order to personalize each student's program, unify the curriculum, and give the student the benefit of multiple personalities. Time must be made available for this cooperative planning.

4. The schedule must be sufficiently flexible to allow a variety of groupings, time patterns, and uses of resources.

5. The school should, whenever possible, respond to and encourage students and teachers rather than restrict them.

D. Resources:

1. The future education requires a wise, knowledgeable empathetic teacher.

2. All available human resources should be utilized in the most effective way possible to expand and enrich the student's education. To this end, specialists should delegate their non-specialized functions to others; teachers and counselors should not be wasted in clerical duties.

3. Materials of all kinds must be provided, or developed if they are not otherwise available, for students of all abilities and at all levels.

4. Multi-sensory materials should be used to reinforce learning and to provide every possible change to reach each individual student.

5. Teachers must be aware of all new technological and psychological developments which could be utilized in education and must evaluate the results of their use.

ADDITIONAL 14 POINTS
STATEMENTS OF SCHOOL POLICY

1. A major element of importance in the program is the teacher-pupil match--a child may choose any teacher (whenever possible) on the team in an attempt to find that match--we know that personality/perception/interest/sex/age/skill of consultants make a difference; the students also need to realize that it is possible to choose a teacher other than the customary one formally assigned.

2. The affective domain is most important--self-image, success, attitude toward learning; the psychomotor is second--gross motor, fine motor, visual motor, auditory discrimination. After both these areas are in good shape, the cognitive comes easily, if the curriculum is individually paced. Then all those areas should develop concurrently, working on anywhere difficulty arises at a later time. Sometimes, though, the cognitive can be a key to improve the affective.

3. There is no such thing as a grade level. Consultants must stop referring to 6th grade math or 2nd grade reading. Students should be referred to only as individuals or in temporary groups--the drug group, the astrology group. In a nongraded continuous progress program, comparison of a student with another or with a fictitious group norm cannot be used to equate progress; these comparisons have validity only in individual diagnosis and prescription.

4. Each consultant must know each of his students thoroughly in relation to the student's progress in his area. Consultants in various teams must meet frequently to discuss students.

5. Each advisor is responsible for knowing each of his advisees in all areas--the affective, psychomotor, and cognitive--as related to all study experiences, involvement, and other phases of school life. Each advisor is responsible for checking the progress of each of his advisees every few weeks and for seeing that additional help is sought from counselors, psychologists, administrators, parents, other staff, and outside professional help if a student has a problem. We do not expect to be able to solve every problem, but the advisor is responsible for seeing that each advisee has a program aimed at overcoming this difficulty--realizing that the program may or may not be successful at that moment in time; continuous program review is necessary.

    a. Each consultant is to send each advisor a number of reports each year concerning that work of the student; the advisor is responsible for completing the yearly evaluation report for each advisee and for cleaning out or catching up each file--following procedure recommended by the counseling team.

    b. Each advisor must communicate with the parents, following procedures set up by a faculty committee. In general, the parents should realize that if we do not contact them, the student is progressing; in the meantime, the parent may contact the school if he feels it is necessary.

6. Each learning situation is generally to operate in five phases--much 1-1, open lab, and independent study, with small and large groups as needed. There should be no problem of grouping; if some students want to meet in a group, or some teachers see value in a group, groups can be arranged.

7. The best possible curricula is usually student developed; but, if necessary, some portions of an individual student's program may be prescribed for him. Optional attendance is still the general policy; however, an individual student can be required to come to a particular learning situation if it has been agreed upon by the student, a group of teachers, parents, and advisor.

8. All former so called "allied" curricular activities--such as dances, clubs, athletics--are considered part of a student's learning activities as well as part of a teacher's contract. Plans for activities which take place outside the usual school procedures should be discussed with the associate director in charge of student programs. All students shall be eligible for activities unless a faculty group has reason to prescribe exceptions.

9. The Student/Parent/Faculty Advisory councils can submit requests directly to the Board of Directors if the request seems to affect only that group. Where the requests obviously affect another group as well, they must go through the Joint Council by way of the associate director in charge of community services.

10. Students must be heavily involved in school development if the school is to be successful. Faculty are encouraged to encourage student participation--including younger students--in formulating school improvements and policies.

11. Faculty members must learn to function as team members in practice as well as in theory. Four people working, teaching, and communicating together about a group of kids can do a better job than four individuals who refuse to work together--that is, to discuss curricula, student progress, and problems and reach a mutually beneficial solution. Student interns are members of this team. For example, there are not two industrial arts teachers, there are four; thus, how can four help 200 kids, not how can two with some assistance help 200. This means student interns must make quality efforts.

12. There are "stop signs" at school. Kids do not have complete freedom--there are restrictions. But those restrictions are similar to the few imposed when one has a driver's license--speed limits, stop signs, road courtesies. Teachers should be no more restrictive than these few simple requests indicate; but they should be restrictive, as the policeman is, when there are violations.

13. Teachers need to be aware of media center/library facilities when building curricula, and need to be aware that some students learn better through auditory and visual methods.

14. This is a 12-month continuous progress school. Students should be able to plug in, plug out, speed up, slow down, start, stop courses at any time, and take as long as desired for the study.

ICAC7

POWER AND DECISION MAKING IN EDUCATION

A.R. Wight
Interstate Educational Resource Service Center
1610 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

Perhaps the most crucial issue in education today is that of power in decision making. It accounts for much of the conflict we see--between students and the system, and between advocates of traditional education and those of the free or open school.

The kinds of decisions that create most problems are those that directly involve the student--i.e., learning needs, objectives, activities, classroom procedures and standards, and evaluation. The issue is usually discussed in terms of two alternatives--leaving the power and control with the system, or turning it over to the students. But it is not this simple, there are other alternatives.

The Education Orientation Matrix in Figure 1 can assist in examining the various orientations to power, control, and decision making, their implications for student and teacher roles, and to some extent, their consequences in terms of learning outcomes. The four corners represent four extreme positions. Reading the matrix first to the right and then up, the coordinates for the extreme Self position are 1, 1; for the Traditional/Directive position 9, 1; for the Permissive/Non-Directive position 1,9; and for the Participative position 9,9.

It is assumed that few teachers or administrators would fall at any of the extremes, although in a conflict situation persons tend to polarize. But the teacher who falls somewhere in the middle of the matrix may present a confusion picture to others, particularly the student, of one who is un-

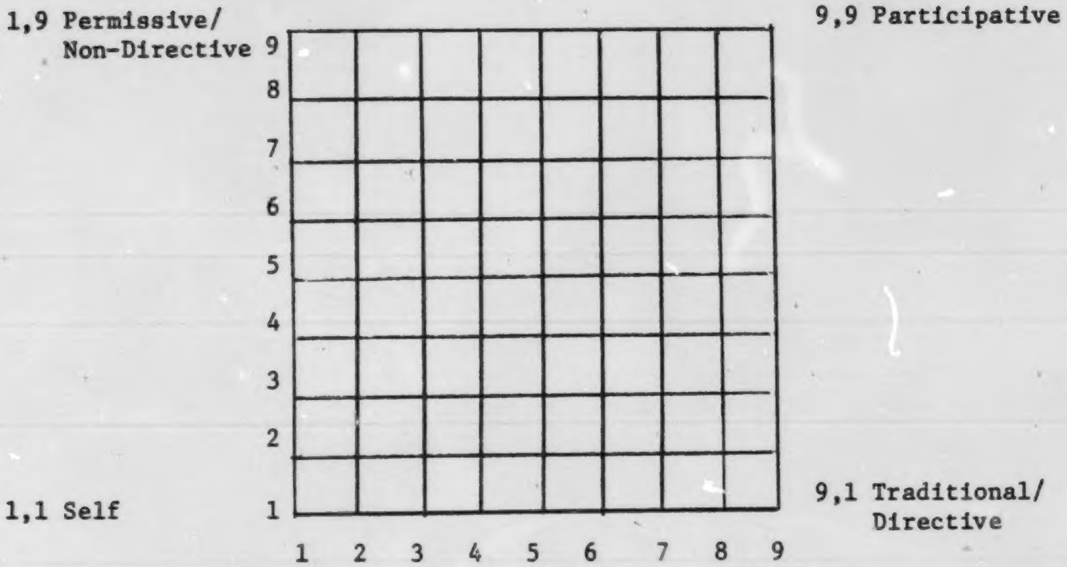


Figure 1. Education Orientation Matrix*

certain of his position, or trying to reach a compromise position, or vascillating from one position to another. For clarification, the extremes will be easier to define.

1,1. Self. In any decision making situation, the first concern is "How will this affect me?"--"What do I stand to gain or lose?" Any other consideration is secondary. This could be the person who is out for personal gain, power, status, prestige, recognition, etc., or the person who is interested in comfort, safety, and security. He may avoid making decisions, for fear of possible negative consequences, or may make arbitrary decisions to maintain control and power. He may approach others (including students) to meet needs for acceptance, respect, admiration, etc., or he may keep persons at a distance for safety reasons.

1,9. Permissive/Non-Directive. This position is characterized by faith in the student's ability to learn through experience and discovery in self-initiated learning activities. The role of the teacher is to provide support and encouragement, with little or no direction or control. Emphasis is placed on personal and social growth and development as opposed to academic achievement. The assumption is that character, self-confidence, and responsibility will develop from the freedom to make one's own decisions, and that curiosity and love of learning will be fostered by involvement in learning activities of one's own choice.

---

*The idea for graphic presentation in the form of a matrix was borrowed from Robert R. Blake and Jane Mouton's Managerial Grid.

9,1. Traditional/Directive. This position assumes that the teacher or the system is in a better position than the student to know what he needs. Students are basically lazy and irresponsible, and haven't had the experience to know what they need. The teacher should make the decisions, prescribe and direct the learning activities, evaluate performance, and maintain discipline and control. There is a body of knowledge and specific skills that must be learned before the student can be expected (or allowed) to pursue his own interests. The teacher has failed if a certain percentage of his students are not coming up to standard in these areas.

9,9. Participative. Participative education assumes that if students are to learn to think for themselves, solve problems, and make decisions, they must be allowed to do so. If they are to learn to regulate their lives in accordance with realistic aims and goals, they must be involved in goal-setting. If they are to learn to work effectively with other people, they must have the opportunity to work with others in cooperative problem-solving, decision-making, and goal-setting activities. If they are to learn responsibility, they must be given some freedom to act on their own decisions, but held accountable for and helped to examine the consequences of their actions. If they are to develop self-confidence and self-esteem, they must experience success in self-initiated activities.

Participative education differs from permissive education in that the teacher structures the learning situation to allow the student to participate actively in problem-solving, decision-making, goal-setting, information-seeking, evaluation processes. He serves as facilitator, catalyst, and resource, along with all other resources available to the student, but he also seeks to expand the awareness of the student, present him with problems, stimulate his interest, challenge him, and confront him if he appears to be violating his own agreements or not meeting his commitments, to himself or others.

Unlike traditional education, participative education assumes that the student is able to assume the major responsibility for his own learning, that he can and will, if given the opportunity, establish realistic learning goals, and that as he learns from experience in such a system, he will incorporate the learning process as a way of life. It is assumed that learning to assume personal responsibility for learning is far more important than learning the content of subject matter oriented courses, but there is no evidence that for content learning one method is any better than another. But if such goals as student interest and involvement, breadth of understanding, application of what is learned to the solution of real-life problems, self-confidence and self-esteem, ability to work effectively with others, understanding of goals and direction, and self-motivated, continued learning are considered important, there is considerable evidence that traditional education is failing.

Participative Education assumes that learning is facilitated:

1. by trust in the student as a responsible person, with a natural propensity for learning and aims of personal growth, development, and achievement.

2. by assumption of responsibility for one's own learning.

3. when the student perceives material he is studying as relevant to his needs and the needs of the world.

4. by independent thinking; when the student identifies his own meanings rather than memorizing meanings assigned by others. (In fact, there very likely is no meaning other than meaning assigned by the individual.)

5. when the student is attempting to solve a problem that is meaningful to him or to satisfy his own curiosity.

6. when the student learns by doing. (Active involvement is far more effective than passive involvement in the learning process.)

7. when material studied can be related to personal experience.

8. when the student is allowed to make his own judgments, choices, and decisions; when he is not given advice but is helped to explore alternatives; and when the teacher is not perceived as the final authority.

9. when creativity is encouraged and supported--open-ended questions and problems, exploration of alternatives, the search for new interpretations, ideas, and solutions.

10. when it involves feelings, emotions, and personal involvement, and not just intellectual, impersonal activities.

11. when it allows personal, creative expression.

12. when the emphasis is on involvement in the process of learning more than on transmission of factual information.

13. when the student is involved in the discovery of knowledge and not relegated to the position of dutifully memorizing what someone else has discovered.

14. when self-evaluation is primary, and evaluation by others is to provide support to the student in his own self-evaluation--when evaluation is against achievement of specified objectives and not relative standing in class. (The practice of assigning grades to students' work inhibits learning, by creating false goals--the goal of getting a grade, not learning--and by creating a climate of competition among peers.)

15. when feedback regarding evaluations is descriptive, not judgmental, and when communicated with genuine concern for the person's learning and growth.

16. when punishment is absent, and the individual must assume the responsibility for the consequences of his own actions or for correcting or learning from his own mistakes.

17. by cooperative interaction with peers in cooperative problem-solving, information-seeking, assessment and evaluation activities.

18. by development of concern for the learning of others.

19. by becoming involved as a facilitator in others' learning activities (as a peer, teaching assistant, or instructor).

20. by open communication, exchange of ideas, challenging, confronting, and asking questions. (The lecture is a very inefficient teaching method--one-way communication inhibits learning.)

21. when students' ideas, opinions, suggestions, criticisms, and feelings are valued by the teacher.

22. by informal, friendly relations with the teacher.

COMPARISON OF THE OPEN AND CLOSED SCHOOL SYSTEMS*

Examine your own experience in terms of the following comparison of the open and closed systems. What has your experience been and what would you like it to be?

OPEN	CLOSED
The focus is on:	The focus is on:
1. Meeting the learning needs of individual students, and society's needs for healthy, mature, productive, creative, responsible citizens.	1. Perpetuating the system, maintaining scholastic standards, and teaching subject matter, not individual students.
2. Developing awareness, sensitivity, understanding, knowledge, skills, and attitudes necessary to function effectively in a chosen profession and to live a full, satisfying life.	2. Covering course content and meeting requirements for graduation.
3. Supporting pursuit of personal interests and exploration of abilities, responsibilities, aims, and ambitions with respect to personal, family, society, and world needs and problems.	3. Requiring completion of prescribed courses which give little consideration to individual student needs, interests, or preferences.
4. Student search for new ideas, new solutions to new problems, studying the past as it relates to the present and future; imagination, initiative, creativity, independence, and self-directedness.	4. Memorization of specified content, right answers to textbook problems, conformity, compliance, and student suppression of interests, imagination, and curiosity.
5. Student exploration of the world outside the school to identify living and working requirements as well as the conditions and problems one can expect to encounter.	5. Teacher selection of course content that hopefully will provide adequate coverage of the subject matter area.

---

*Developed by A.R. Wight, Interstate Educational Resource Service Center, 136 East South Temple, Salt Lake City, Utah, 84111.

6. The student and teacher defining objectives together--contract between student and teacher regarding respective roles and responsibilities in achieving these objectives.	6. The teacher defining objectives, (if objectives are identified)--implicit contract obligating student to comply with course requirements.
7. The teacher in the role of guide, resource, friend, and counselor.	7. The teacher in the role of course designer, information transmitter, and evaluator.
8. The student actively participating in the total education process, identifying needs, defining goals, planning, identifying resources, seeking information, solving problems, and assessing progress.	8. The student following instructions, passively receiving information, completing assignments, and taking tests.
9. Joint exploration of experiences, interpretations, ideas, and positions with respect to issues, events, and ideas considered significant by the students and faculty.	9. Learning about the teacher's experiences, interpretations, ideas, preferences, and biases with respect to issues, events, and ideas he considers interesting or worthwhile.
10. Cooperation--learning with and from peers; emphasis on individual achievement and excellence of product not attained at other's expense.	10. Competition with peers--emphasis on winning, superiority over others.
11. Self-evalution based on personal meaning or on achievement of or progress toward meaningful objectives, using input from faculty, peers, or any other resources.	11. Evaluation by the teacher based on performance in relation to that of other students on tests that call primarily for recall and reproduction of memorized content or on demonstrated skill in assigned tasks.
12. Evaluation resulting in an assessment of progress and analysis of needs and resources in an individualized learning program--no grades!	12. Evaluation resulting in a letter grade showing the student's relative standing in class (in reality, his inferiority in relation to society's ideal straight A student).

13.	Examinations designed to assess understanding of problems, issues, and key concepts and competence in application for the purpose of planning in an individualized learning program.	13.	Examinations designed to discriminate among students, for the purpose of assigning grades.
14.	Frequent feedback to the student regarding his progress and performance in a program designed to achieve specific objectives.	14.	Infrequent feedback to the student regarding his standing in the class. Program objectives unclear or unspecified.
15.	Flexibility in scheduling to allow time to seek information, pursue ideas or interests, gain experience, and complete projects.	15.	Adherence to time periods assigned for classes.
16.	Flexibility in course length, to allow time necessary for completion of a unit or course of study--completed when objectives are achieved.	16.	Course length determined by length of quarter or semester.
17.	Lectures as one means of obtaining information, when the need is identified by the students and the professor.	17.	Lectures as the primary vehicle for the transmission of information from the teacher to the students, based on what the teacher would like to give, not what the students have identified as a need.
18.	Appointment and promotion of faculty based primarily on teaching ability.	18.	Appointment and promotion of faculty based on publications, research, and politics, and tenure.

CRITICAL INCIDENTS EXERCISE

Instructions

In the following pages you will be presented with a series of incidents or situations typical of those commonly experienced by principals or teachers in public schools. None is necessarily related to another. Read each incident carefully, studying the entire situation with all its implications. Then respond to the following questions regarding the incident on a separate answer sheet.

1. How much do you agree or disagree with the action taken by the principal or teacher? Indicate your response by selecting one of the nine points on the scale provided for each incident on the separate answer sheet. Write the appropriate number in the space provided.

2. When you have completed question 1 for a particular incident, indicate in a very brief statement why you responded as you did and what you would do if you were the teacher or principal in that situation. The space for your answers is provided on the separate answer sheet.

Developed by Jane Wight, A.R. Wight, and J.R. Doxsey

Interstate Educational Resource Service Center
1610 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

1. I've been a principal in this school for eight years and worked previously as teacher in the district for ten years. I had many successes with my teaching methods, and I know that many of my students felt that they learned a great deal in my classes. I was always very strict with the kids and usually required a lot of work, but the better students really appreciated my efforts to challenge them. As a principal I have tried to impart this philosophy to my staff. The superintendent recently initiated a program to acquaint teachers with new methods for classroom teaching. Some of these new ideas are OK, but most of them seem to be moving back toward permissiveness in the classroom. If the teacher loses control, I'm sure no work will get done. As a principal I've always enjoyed helping teachers learn to be more effective in the classroom, but it's just not worth it to me to have to change everything and start over. If I'm pushed into endorsing these new methods I'm going to resign.

2. Before classes started I became very excited about involving the students in establishing goals for the English class I'm teaching. On the first day of the class, I outlined the purpose of the course and explained some alternatives that they might choose, but I told them that they would have to decide what their own personal objectives for the course would be. They have had two weeks now, and only two people have submitted any definite objectives, and I didn't think they were very good. We've just been wasting a lot of time as far as I can see. We talked about it in class today. A couple of the students became quite hostile and accused me of not doing what I am being paid to do as a teacher. I have decided to go back to the old structure, handing out assignments and requiring that they be completed. I guess I was expecting too much. Most students just aren't mature enough to assume the responsibility for setting their own goals.

3. This is my first year as a counselor in this school. I've made a big effort to make myself available to the teachers to help them with classroom problems. Lately one teacher has caused me difficulties. She referred two children to me for counseling, saying that their behavior is extremely disruptive and prevents her from conducting the class. After observing the children in her room one afternoon, and talking to both of them individually in my office, I'm convinced the problem lies with the teacher rather than the children. She maintains very strict control over the children and these two are not so easily controlled. I admire their determination to follow their own interests and I hate to help the teacher destroy their spontaneity by shaping their behavior to fit her control-oriented methods. Refusing to help her may jeopardize my relationship with the entire staff, but that's the only thing I can do. I just can't allow myself to compromise my own values in this situation.

4. Our staff has been having meetings to discuss methods for helping to improve a child's self-concept. I'm beginning to feel like I'm the only one on the staff who is really concerned about what these kids are going to need to make it in this society. It seems to me that the best way to improve a child's self-concept is to enable him to know that he has learned all the things that he needs when he finishes school. I've spent lots of time working out the curriculum guides for our staff and I'm reasonably satisfied that we have finally gotten the things written down that we need. I'm not willing to spend a lot of time discussing things that aren't really related to the essential, basic things that children need. Recently a parent-community committee has decided to review the curriculum of the school. I'm going to bring this matter up with them. I'm sure the parents will agree with me that their children need to learn the basics.

5. The school district I work in has adopted a grand plan for working in the affective domain in the classroom. They plan to run workshops for the teachers and we're supposed to start doing all the new things in our school. I think their plans are admirable, but I just don't have time to take on anything new. Most of the district meetings and workshops we have are just a walte of time, anyway. I'm too busy just trying to keep ahead of the everyday demands. I really don't have time to add anything new that really hasn't been proven. I'm going to notify the superintendent that our school won't be able to participate in the project they've arranged for us.

6. I attended a workshop last summer and made some decisions about changing my teaching methods toward a more open, child-centered approach. I discussed my plans with the principal and he told me to go ahead and try to make some of the changes I outlined. With his support I've been working hard at improving my teaching all year and I'm beginning to see some great results. The children are deeply involved in their projects, working in small groups very well. Naturally this results in a noisier room, but the noise is that of groups of productive children and isn't disruptive at all. The two teachers in the rooms next to mine have been complaining to other staff members about this noise. Today in our faculty meeting they told the group that the situation was intolerable, that they couldn't teach with so much noise coming from my room. The principal listened to their complaints and told me to try to keep the noise down in my room. I'm very angry about what happened. I plan to see the principal in the morning and tell him I think he really let me down and should have supported me.

7. This year has been a great experience for me personally and for the group of kids I've been working with. They have grown tremendously in their abilities to set their own goals and evaluate their own progress, and have learned to work together as a group very well. But as the year goes on I'm worrying more and more about what will happen to them next year. The teachers they will have are still operating with a strictly control-oriented, authoritarian, information-giving method. The children I've had this year will be crushed by their methods very quickly. I just hate to see all their growth and development stopped and perhaps even reversed by their teachers next year. I'm planning to have some group discussions with them soon about what they can do when their teachers start forcing them to do things next year, and how they can gain some power as a group to convince their teachers that they should continue to be involved in planning and developing their own individual programs.

8. One of my teachers has been trying to open class discussions this year to allow the kids some time to discuss what is really meaningful to them. The group has developed a very open relationship and has been able to discuss some serious problems. Lately, they have been discussing other teachers in the building and venting their complaints and criticisms quite loudly. I happened to notice another teacher standing in the hall outside the room during a discussion this afternoon. I'm afraid he heard some of the comments the kids were making. I went to the teacher after school and asked him if he had heard some of the things that were being discussed and told him I'd like to explain what was happening. He told me that he would rather not talk about it and left. If this incident gets blown out of proportion the kids could get in trouble with some of the other teachers and there will be real problems among the staff. I've decided to ask the teacher not to hold more discussions until we can smooth over any problems in our next staff meeting.

9. I told my students at the beginning of the year that they were going to be evaluating their own work and giving themselves the grades they thought they had earned. Although some of the students have done a lot of good work, others have not done much at all. When they turned in their self-evaluations and their grades for their work today I was disappointed in the way they had assessed themselves. Some who had done very little had graded themselves just as high as those who had done a lot of work. I couldn't go back on my word and change their grades, so I went ahead and turned them in as they were.

10. One of my supervisors has suggested that I consider having more group activities in my classes, because she feels that the students are lacking in group skills and concern for others. She gave me some material to look over and I decided to try several exercises outlined in one curriculum guide. Things seemed to go pretty well, but a few of the groups didn't do any work at all. Some of the better students said they would rather work by themselves than waste time in a group. My supervisor couldn't give me any really effective suggestions, so I've decided to try the activities for a while longer and let those students who wish work individually.

11. Our district has decided to focus on improving the child's self-concept this year. Each school has a small team that is responsible for training the rest of the school's staff in some new methods for working in this area. Our team is really involved in this new program. We've spent lots of extra hours working out new methods and planning our staff training program. During our first meeting with the staff, four of the teachers said they were already working with self-concept and they didn't have any time to do anything extra. They weren't even willing to discuss the serious problems we see in the school. We were all discusted with their attitude. We feel this is such an important area and needs much more attention. Our team has decided to ask the principal to talk to the four teachers and require them to participate in the training sessions we're conducting. We hate to have to do this, but these four teachers are the ones in the school who actually need the most help.

12. The curriculum supervisor came into my area the other day to observe my English class. I knew he was going to come since I've been getting a lot of criticism about what has been happening in my room. I've been trying some new things all semester--involving the kids in planning, having some great group discussions, and spending much more time working on interpersonal relationships. The other English teachers claim I'm not teaching any English and the kids aren't learning what they need to prepare them for high school. It really angers me when he criticizes me but never observes or does anything about the grim, dehumanizing classrooms of those other teachers. I'm always having to prove myself but nobody ever questions them. There is a lot more meaningful learning going on in my class. I'm going to write to the district superintendent and tell him how I feel about this.

13. As a principal, I've always felt that students should participate in setting up and enforcing school rules. I found as a teacher in my own classroom there was no better way to eliminate certain negative student behaviors. This year I have been working with my teachers to initiate a school citizenship program. We helped student groups establish a school constitution, hold elections, and set up school ordinances. Most of the staff and students have cooperated so far, but a few of the older students and a couple of teachers have been complaining. I tried to explain why we need to make the rules and enforce them together, but after several weeks little has changed. If these students and teachers continue to complain, I'm going to tell the staff and students we are returning to the old system where the staff and I make and enforce the rules.

14. I have been interviewing applicants for a position in our ninth grade social studies team. I have narrowed the choice down to three teachers who I feel are almost equally qualified for the position. Yesterday afternoon the three other members of the team asked to meet with me after school. They were quite upset and very critical of the way I have been interviewing for the position. They said they have developed a whole new approach to teaching social studies and that their methods require a deep understanding of and commitment to the philosophy that all three agreed formed the foundation of their work. Their methods require hours of extra preparation as a team and much honest, open communication. They felt that since the team member who was being hired would be working so closely with them they should have some say in making the decision about who was hired. They felt that one person I had eliminated had a greater understanding of their approach than any of the three I am considering. I told them that I would think about what they had said, but I really don't think they should have the final say about hiring. I eliminated the person they liked because he just hadn't had enough experience at the ninth grade level, while the three I am considering have taught ninth grade before and have been successful. I'm not going to reverse my decision now, but I think I will ask the three candidates to observe the social studies classes for a day to help me decide whether they will fit in well with what is happening there.

15. Before I became a principal I was a math teacher for quite a long time. I think I can rightly say that I was a good math teacher. My students consistently scored very high on both the college board exams in math and in the state math competition. Recently I ordered a new series of math texts for our junior high classes which I feel give very good coverage of junior high level mathematics. Two math teachers came in to see me today and were extremely angry about my decision to order the texts. They said that they have been developing a math program over the past couple years that does not require a text and that for their classes they do not want the books, but instead want to use the money for buying materials such as pulleys and scales and even a small calculator. They stated that they couldn't make good use of more than two or three of the new books in their rooms. I want to make sure that the students in this school get a good mathematics foundation before entering high school; and I am not convinced their program will provide this foundation. I know this new series can be used in very creative ways by the junior high teachers. I am going to require that each student use this new text.

16. Last week I hired a substitute teacher for three days when one of my fifth grade teachers was sick. I have been very pleased with the progress the class has been making this year. The teacher has done a cantastic job of involving the children in planning what the class is going to do and the children have taken off in many directions with very interesting projects and challenging learning situations. A busy, productive environment has developed even though at times it gets noisy. I walked down to the room to see how the substitute was doing after a few hours and noticed a great change even before I entered the room. The place was absolutely quiet, every child was sitting at a table and all of them were struggling with writing an autobiography. The substitute whispered to me that she had had a terrible time getting everyone to sit down and be quiet but had finally succeeded and that she had always found that this assignment was a good one for a substitute to use. The class looked miserable, and my views of traditional teaching methods solidified. I have written a negative evaluation of the substitute for the district superintendent explaining why I will not use her again in my school.

17. Sometimes I wonder if teaching is really worth the efforts I have to make and the problems that I have to contend with. For three years I have been attempting to develop active learners in my classes, students who participate in making the decisions about the course, planning activities, evaluating both their individual progress and how well they are working together. I've seen tremendous changes in students, and have felt that my methods were beginning to prove themselves. But today in our faculty meeting I again had to contend with teachers who don't understand that teaching content is not the main goal of education or that students do not have to be constantly controlled. Two of the teachers complained that they were having problems with their classes because the students were in my classes for part of the day and had gotten used to no discipline and thought they could talk back to the teachers about anything. They blamed my "permissiveness" as the cause of the behavior problems of the entire school, even though I don't even have most of the kids they were mentioning in my classes. I'm just getting too tired to keep explaining and defending myself all the time. Sometimes I think that I'm the only one in the whole school who believes in kids, but still I have trouble justifying my having to fight with the old system of doing things all the time. I've decided to leave the public system and try to get a position with a private school that seems to be headed in the direction I want to go.

CRITICAL INCIDENTS EXERCISE

Critical Incidents Answer Sheet

For each item, select your reaction from the following scale, then answer the other questions. The number you select from the scale should indicate the extent to which you agree or disagree with the opinions, attitudes or actions of the teacher in each incident.

Completely disagree	Almost completely disagree	Disagree quite a bit	Diagree more than agree	Agree as much as disagree	Agree more than disagree	Agree quite a bit	Almost completely agree	Completely agree
1	2	3	4	5	6	7	8	9

1. Agreement _______ What would you do?
Why?

2. Agreement _______ What would you do?
Why?

3. Agreement _______ What would you do?
Why?

4. Agreement _______ What would you do?
Why?

5. Agreement _______ What would you do?
Why?

6. Agreement _______
Why?

What would you do?

7. Agreement _______
Why?

What would you do?

8. Agreement________
Why?

What would you do?

9. Agreement _______
Why?

What would you do?

10. Agreement ________
Why?

What would you do?

11. Agreement ________

What would you do?

12. Agreement _________ What would you do?
Why?

13. Agreement _________ What would you do?
Why?

14. Agreement _________ What would you do?
Why?

15. Agreement _________ What would you do?
Why?

16. Agreement _________ What would you do?
Why?

17. Agreement _________ What would you do?
Why?

CRITICAL INCIDENTS EXERCISE

Group Instructions

1. Select five incidents for group discussion.

2. As a group, arrive at a consensus on a scale value indicating the amount of agreement or disagreement with the action taken by the teacher in each incident. Consensus means discussing differences and opinions until the entire group arrives at agreement (no voting and no averaging of individual choices.) Be prepared to report the reasons why your group agrees or disagrees with the action taken and what the teacher should have done in the situation.

   If your group cannot reach a consensus, be prepared to indicate the majority, minority, and any individual positions for the incident in question.

ICAF4

FORCE FIELD ANALYSIS

Identify possible Forces For and Forces Against the kinds of changes that might be necessary. Brainstorm. Don't be critical of suggestions. If there is a remote possibility that something might be a force for or a force against change, list it.

FORCES FOR CHANGE	FORCES AGAINST CHANGE

ACTION PLANS

1. Where do we go from here as a school? Are we satisfied with things as they are now? How much commitment do we have to decisions made? What reservations or concerns do any of us have? What decisions can be made without consulting the school board or the community?

2. Formulate action plans (who will do what, when, where, how) with provisions for follow-through.

3. What are our needs (additional training, materials, resources, physical facilities, time, cooperation, support, etc.)?

4. How will we evaluate the effectiveness or impact of changes made?

GROUP PROCESS

Interstate Educational Resource Service Center
Salt Lake City, Utah 84102

It is essential that we examine the way we work together as a group (process) while we are completing the tasks (content) we set for ourselves. This is important for two reasons: (1) to assess the group's effectiveness and make whatever modifications are necessary to improve the group, and (2) to learn more about working with groups for possible application in the classroom.

A number of group process questionnaires will be used in these sessions to facilitate discussion of the group's effectiveness. These questionnaires are designed to assist the group in identifying aspects of group process that should be examined, and provide a vehicle for exploration and discussion of different perceptions and feelings. Without such a vehicle, groups tend to avoid such issues completely or deal with them only superficially. As a general rule, groups that use the questionnaires conscientiously develop into more effective groups and do a better job on their tasks than those that do not.

The group should also examine the possibilities and utility of using similar instruments and procedures with student groups. One of the problems frequently voiced by teachers is their feeling of inadequacy in working with small groups. Many of the procedures and instruments used in this workshop can be transferred with little modification to the classroom.

ICAP2

GROUP PROCESS EVALUATION

GROUP____________________

(Circle the appropriate number after each question)

1. How clear were the objectives of your group in the meeting that you just concluded?

1	2	3	4	5	6	7	8	9
Not at All		Not Very		Somewhat		Quite		Completely

2. To what extent did everyone have a chance to say what he thought?

1	2	3	4	5	6	7	8	9
Never		Occasionally		Sometimes		Usually		Always

3. To what extent were people listening to each other? That is, did they attempt to hear and understand the views, opinions, ideas, feelings, and needs of the other members?

9	8	7	6	5	4	3	2	1
Completely		Quite a Bit		Somewhat		Not Very		Not at All

4. To what extent were people open with each other and risking themselves by sharing their concerns, ideas and feelings?

1	2	3	4	5	6	7	8	9
Completely Closed		Somewhat Closed		Neither Open Nor Closed		Somewhat Open		Completely Free and Open

5. In respect to differences of opinion, is the focus on arriving at good solutions rather than on winning or losing?

9	8	7	6	5	4	3	2	1
Completely				Moderately				Not at All

6. To what extent did you contribute to the completion of the group task (i.e., expressing your ideas, suggestions, opinions, feelings, etc.)?

9	8	7	6	5	4	3	2	1
A Great Deal				Moderately				Not at All

7. To what extent did you contribute to the group's effectiveness (i.e., encouraging others to participate, to listen to others' views; arbitrating differences, disagreements, etc.)?

9	8	7	6	5	4	3	2	1
A Great Deal				Moderately				Not at All

8. To what extent do you feel you are a part of this group?

9	8	7	6	5	4	3	2	1
Completely		Quite a Bit		Somewhat		Very Little		Not at All

INDIVIDUAL ROLES IN THE GROUP

Interstate Educational Resource Service Center
Salt Lake City, Utah 84102

For a group to function effectively, that is to make best use of the resources within the group to solve problems, make decisions, and complete tasks, certain functions must be performed by the members of the group. These functions can be classified into two categories: (1) task functions, and (2) maintenance functions. A third category, which decreases effectiveness and if persisted in can destroy the group, is (3) self-oriented functions. Here the behavior of the individual serves his needs, not the needs of the group.

Task functions relate directly to the task or problem of the group, the content of the discussion, the goal the group is working toward. Maintenance functions relate to the process of completing the task, developing and maintaining an effective group. Both functions are necessary. Groups that limit themselves to task functions often have difficulty developing into effective groups and maintaining this effectiveness over a period of time. Groups that focus on maintenance functions may be happy groups, but usually not very productive or creative.

The Roles in the Group Questionnaire lists several roles or functions that might be performed under each of the three categories. The group should examine the extent to which these roles are being performed and the need for these roles in the group. Each participant should become aware of the extent to which he performs these roles in response to perceived needs of the group.

ICAP4

ROLES IN THE GROUP QUESTIONNAIRE

Interstate Educational Resource Service Center
710 East Second South
Salt Lake City, Utah 84102

1. How often did you perform the following roles in this group meeting you just concluded? (Put an O in the appropriate boxes for the roles you feel you performed.)
2. To what extent were the following roles performed by other group members in this meeting just concluded? (Put an X in the appropriate boxes for the roles you feel were performed by other group members in the meeting.)

	Not at all	Seldom	Occasionally	Quite often	Frequently	Very Often
TASK FUNCTIONS, CONTENT CONSIDERATIONS						
1. Contributing ideas, suggestions, information, or opinions						
2. Seeking ideas, suggestions, information, or opinions						
3. Elaborating, Clarifying						
4. Summarizing, Evaluating						
MAINTENANCE FUNCTIONS, PROCESS CONSIDERATIONS						
5. Supporting, Encouraging Others						
6. Keeping others involved, participating						
7. Arbitrating differences, disagreements						
8. Observing and Reporting Group Process						
SELF-ORIENTED FUNCTIONS AND CONCERNS						
9. Aggressing, belittling, ridiculing, showing hostility						
10. Blocking, resisting group activities, not offering alternatives						
11. Dominating the group, competing for leadership						
12. Monopolizing the time with personal agenda, seeking attention						

ICAP5

GROUP____________________

GROUP PROCESS EVALUATION

Interstate Educational Resource Service Center
1610 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

(Circle the appropriate number after each question)

1. How clear were the objectives of your group in the meeting that you just concluded?

1	2	3	4	5	6	7	8	9
Not at All		Not Very		Somewhat		Quite		Completely

2. To what extent did everyone have a chance to say what he thought?

1	2	3	4	5	6	7	8	9
Never		Occasionally		Sometimes		Usually		Always

3. To what extent were people listening to each other? That is, did they attempt to hear and understand the views, opinions, ideas, feelings, and needs of the other members?

9	8	7	6	5	4	3	2	1
Completely		Quite a Bit		Somewhat		Not Very		Not at All

4. To what extent were people open with each other and risking themselves by sharing their concerns, ideas and feelings?

1	2	3	4	5	6	7	8	9
Completely Closed		Somewhat Closed		Neither Open Nor Closed		Somewhat Open		Completely Free and Open

5. In respect to differences of opinion, is the focus on arriving at good solutions rather than on winning or losing?

9	8	7	6	5	4	3	2	1
Completely				Moderately				Not at All

6. To what extent did you contribute to the completion of the group task (i.e., expressing your ideas, suggestions, opinions, feelings, etc.)?

9	8	7	6	5	4	3	2	1
A Great Deal				Moderately				Not at All

7. To what extent did you contribute to the group's effectiveness (i.e., encouraging others to participate, to listen to others views; arbitrating differences, disagreements, etc.)?

9	8	7	6	5	4	3	2	1
A Great Deal				Moderately				Not at All

8. To what extent do you feel you are a part of this group?

9 8 7 6 5 4 3 2 1
Completely Quite a Bit Somewhat Very Little Not at All

9. Circle the numbers of as many words as needed to describe the group atmosphere that existed in the meeting you just concluded.

9. Rewarding
8 Sluggish
7. Cooperative
6. Competitive
5. Play
4. Work
3. Fight
2. Flight
1. Tense/Frustrating

10. Indicate the kinds of decisions you saw taking place during the meeting you just concluded by circling the appropriate numbers.

9. No decisions were necessary.
8. Drifting or shifting of topic without explicit deliberation or decision.
7. Plop (suggestion failed to be picked up, resulting in decision not to consider proposal).
6. Self-authorized decision (one person initiates and action follows by implicit consent or no overt disagreements).
5. Handclasp (support of one or two members leads to action).
4. Minority support (majority goes along with unspoken reservations).
3. Majority support or vote (one or more than half give support).
2. Near consensus (either with reservation--"I'll go along" or with the dissent of only one or two).
1. True consensus (everyone honestly agrees).

DECISION MAKING*

We all have to make many decisions every day of our lives, and many of these decisions usually involve or affect other people. Our decisions may take many forms--rendering an opinion, making a specific recommendation, giving a solution for a concrete problem, defining courses of action, handing down a verdict, stating a general policy, etc. These may be evaluated in terms of content, or what decision was made. Is it valid? Does it make sense? Or it may be evaluated in terms of process, how it was made. Were the people who had the information needed involved? Were those who would be affected involved? Did all participants really agree? Were alternatives considered? What would be the effect on the people who must carry out the decision? A mistake we frequently make is to look only at the content, whereas the adequacy of the decision, in terms of the support it will receive, depends in large measure on the process, how it was made.

Following is a short description of different kinds of decisions based on the way they are made:

PLOP - A plop results when a group member makes a suggestion which meets with no response from the group as a whole. It falls, "plop." Not only is there no recognition or evaluation of the suggestion by the group, but the individual who offered the suggestion feels he has been ignored and that no one will listen to him.

SELF-AUTHORIZED DECISIONS - This occurs when a group member suggests a course of action and immediately proceeds upon that course on the assumption that since no one disagreed, the group has given its approval.

---

*Adapted from the original by Jane S. Mouton, University of Texas.

Such action can frequently lead a group down blind alleys. Even if the rest of the group agree with the decision, they may resent the way it was made, and no one knows how much support the decision will receive from the other members of the group.

HANDCLASP - A suggestion made by one member elicits a reaction of support and permission to proceed from another. The group is launched into action without adequate testing as to whether the proposal is acceptable to the group as a whole. The handclasp between two or three is evident in cliques that form within the group and is a powerful method of control in the group. It often results from the failure of some members to meet their responsibility to the group by speaking up, voicing their opinions, keeping the group on target, and insuring that alternatives are considered.

MINORITY SUPPORT - A minority of the group ram-rods a decision or suggestion into group action which the majority may not support. This can result in little future support by the group as a whole for the action taken.

MAJORITY SUPPORT - A common method of determining a majority support decision is by voting. Many groups make the mistake of assuming that simply because a majority supports the decision, the minority will come along willingly. Often they may appear to do so, but frequently they resent the action and give no more than token support. This may lead to "dragging of feet" or to sabotaging of the decision. The basic assumption underlying majority procedures appears to be, "the majority is always right, and the minority should conform." This usually results in failure to explore ideas and alternative courses of action or to make effective use of the views and experience of the minority. Instead, something is suggested and a vote is called for before other ideas have an opportunity to be heard and explored.

NEAR CONSENSUS - Groups which really try to avoid the pitfalls associated with the plop, self-authorized, handclasp, minority, or majority decisions often try to include every member in the final decision by refusing to accept a decision until it is supported by all members. All members may agree, but some may have reservations regarding the decision or may display obvious displeasure. Support and satisfaction are higher than under the other procedures, however, but the dissenting members, although promising support, often withdraw support at crucial times, such as when the decision is implemented, thus leading to failure of the undertaking.

TRUE CONSENSUS - All members have contributed to the decision or feel that their contributions have been given a fair hearing, and are more satisfied with it than with any of the other alternatives which were considered. Each individual has had an opportunity to voice his opinions, ideas, and reservations and is satisfied with the treatment these have received. Under this procedure, the probability is greater that a decision will emerge which has given proper weight to the significant conditions affecting the decision and as such gains greater combined support from all members of the group.

A common error in decision making is the failure to explore a sufficient number of alternatives. It often helps to generate alternatives before evaluating. The group produces as many alternatives as it can (through brainstorming or any other method), to be evaluated later. Such a procedure can lead to the suggestion of varied and creative ideas that might otherwise not be considered. Withholding evaluation gives the individual an opportunity and sometimes the courage to make a suggestion or submit an idea, engenders the feeling of support and cohesiveness, and gives a greater assurance that the idea will be given adequate consideration.

GROUP ATMOSPHERE*

Most persons leave a group meeting with certain overall general impressions or feelings about the meeting. One might have the impression that not much work was done, owing to a general inability to "get started" or disinterest on the part of group members, or one might have the impression that a lot of work was accomplished but that in the course of work, tempers flared or members were on edge or touchy.

These types of impressions relate to group atmosphere; i.e., general impressions or feelings about the group. Too often we do not talk about the atmosphere during the group meeting, but grumble about it afterwards. If, instead, we could exchange feelings in the group about the way it is working, we might be able to do something about it.

The following words are often used to describe a meeting. They might be useful in facilitating an exchange of feelings about the group. Several of these words might be used to describe one meeting, and the atmosphere may change within a single meeting. Different persons may have quite different impressions or feelings, and use different words to describe the group. It is important that these differences be explored.

9) Rewarding: When group members have worked together well and accomplished the task they set for themselves.

8) Sluggish: Often a group "just can't get going."

7) Cooperative: When members seem to share goals and support one another in attaining goals.

6) Competitive: When several members seem out to win their own points, with the results that group action can proceed only on a "win-lose" basis.

---

*Adapted from a paper prepared originally by Jane S. Mouton, University of Texas.

5) Play: The group avoids its tasks and can't seem to shake off a light-hearted unserious attitude long enough to get anything done.

4) Work: The group devotes itself to its task in a purposeful manner. This may be true regardless of what other impressions result; e.g., it is possible to "fight" and still "work" hard.

3) Fight: When group members find themselves in disagreement regarding the topic to be discussed, decisions to be made, or action to be taken, or members are antagonistic toward each other.

2) Flight: When the group pursues a topic other than the significant topic affecting the group or engages in horseplay or a bull session as a means of avoiding the real task at hand (which may be threatening or unpleasant). Flight means to run away from the problem.

1) Tense/Frustrating: When pressures are felt which may be due to limited time, conflict between members, personally threatening topics, resistance or blocking of some members, etc. The inability to move, or to accomplish the perceived task or to resolve conflicts may be frustrating.

RESPONSIBLE FEEDBACK

Albert R. Wight & James R. Doxsey
Interstate Educational Resource Service Center
1610 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

Although we might agree that open and honest relationships are more satisfying and effective than closed and dishonest ones, we might also agree that it is extremely difficult to establish and maintain open, honest relationships, particularly in the school environment. Students constantly complain that teachers don't care about them as individuals; teachers complain, in turn, that students don't treat them or even each other with much respect. Students themselves complain about the way other students behave toward them in cruel or destructive ways. Subject-matter oriented curriculum does not lend itself to personal interaction and is characterized by one-way communication (teacher to the class). Given the problems, what could be done to develop more meaningful relationships between teachers and students, and among students?

One way to develop more meaningful relationships is through the effective use of feedback. Feedback is communication to a person (or group) regarding the effect that person's behavior has on another person--perceptions, feelings, reactions, etc. It is not criticism; criticism is evaluative, feedback is descriptive. Evaluation is difficult to accept, and more difficult to work with constructively. Feedback provides the individual with information, data he can use in performing his own evaluation. If he is not being evaluated, he is not as likely to react so defensively.

Teachers are continuously involved in giving students feedback about their progress, performance, and behavior. But how often do they examine the effectiveness of their feedback in terms of the student's needs?

Students constantly are giving teachers feedback concerning how they feel about school, the class, or the teacher himself. Most of the feedback, however, is indirect or nonverbal and, for the most part, negative.

Whether we are teachers or students, as we experience life we form hypotheses, make assumptions based on these hypotheses, adopt beliefs and values, develop attitudes and expectancies, learn to act and react and to expect certain actions and reactions from others. We usually see what we expect to see and form our evaluations on the basis of our perceptions, all of which reconfirms our original hypotheses. The more we traverse this circle, the more fixed and rigid it becomes; the more we resist or deny contradictory information, the less open we become to experience; the less adaptable we are to new, different, or changing conditions and situations, the more difficult it becomes to learn, to grow, and to develop.

The question is, how can we break out of this vicious circle--how can we begin to test the validity of our assumptions, beliefs, values, perceptions, and evaluations; how can we determine the appropriateness or effectiveness of our attitudes and behaviors; how can we develop awareness and openness to experience and to each other?

If we wish to reduce misunderstanding and conflict, it is important that one perception of reality be tested against another. We need to provide one another with information about how we feel, how we see things, and what is important to us. We seldom provide one another with this kind of feedback or seek this information from others. This is especially true where differences of opinion, philosophy, attitudes, values, goals, etc., exist. We assume that what we are doing is effective, that the ways in which we are relating to others is having its desired effect, that others know how we feel or what is important to us, but we seldom check these assumptions out.

If we do decide we want to share this kind of information, there are still many problems. It is difficult to give and receive feedback. There are certain things that most of us really do not want to hear about ourselves, and we punish people for telling us these things. If we want to increase our effectiveness in our relations with others, however, these are the very things we should hear. But some of us would rather get no data about ourselves than data we don't want to hear, and we insulate ourselves against feedback. Whether disclosed and recognized or not, however, our relations with others are constantly being affected by their reactions to us. These might as well be brought out into the open. Some of the things we say and do we are aware of, some we are not. But we are seldom aware of the real feelings and reactions of others, unless they are willing to tell us and we are willing to listen.

We fail to give feedback because we do not wish to deal with the unpleasant situation it might create. But we make decisions based on our reactions that might be unfair to the other person. We develop impressions that may not be valid or that may give us an incomplete or distorted picture of the individual. If we can cope with the often difficult and unpleasant task of giving feedback and working through the reactions and interactions that result, misunderstandings can be cleared up. The other person may become aware of behavior or attitudes that he would like to change. Getting feedback from others gives us the opportunity to increase our awareness of ourselves, to determine the consequences of our behavior, and to change or modify our behavior if we wish to do so.

If we decide we want feedback, we have to support and encourage those who try to provide it. If we want others to level with us, we have to make it safe and comfortable for them to do so. We have to accept the data without becoming defensive or hostile; we have to show our acceptance and appreciation; and we have to at least attempt to make use of the data. In this way, we can build a climate of trust and confidence, of mutual acceptance and support, and leveling can become accepted and valued behavior.

Unfortunately, most feedback, or leveling, is not responsible. Most feedback is more destructive than constructive, given to hurt rather than to help, given to put the other person down. Responsible feedback, however, is given out of genuine concern for the other person, to help rather than to hurt. It is the kind of feedback you would normally expect only from a very close and trusted friend, one who knew he would not be rejected as a friend or who was willing to risk your anger to tell you something he felt you should know.

Very often we do not give feedback until we have become angry. And the feedback we then give is not meant to be constructive. We explode, and say things we didn't mean to say. But we all know that even this kind of feedback can be helpful, once we get over the initial shock or anger and reflect on the information we have received. Even this kind of interchange can clear the air between two people and create a more open, honest, and trusting relationship.

Another way to look at feedback is that it can be either positive, negative or perhaps even neutral. Most feedback is negative, a report of something we dislike, something we object to, a negative reaction to something the other person does or says. Positive feedback, a positive reaction to something, is given much less frequently. It appears to be much more difficult, in this culture at least, and particularly for some of us, to tell a person we like something about him than it is to tell him we dislike something. Positive feedback often embarrasses both the giver and the receiver. It can be difficult to learn to give and to receive.

Both kinds of feedback are useful and can be constructive. It is as important to know the things we do that affect others positively as it is to know those things that affect them negatively. It is as important to know which behaviors to strengthen as it is to know which to abandon. It is important to know that we are accepted, and that we are valued, that we are persons of worth. When we know this, when we feel safe and secure, we can let down our defenses, remove the facade, and relate to others in a more authentic fashion--we can relax and be ourselves.

Characteristics of effective feedback:

1. It is specific rather than general, naming the behavior, time, and situation, and how it made you feel. To be told that one is "dominating" will probably not be as useful as to be told that "Just now you were not listening to what the others said, but I felt I had to agree with your arguments or face attack from you."

2. It should involve description rather than evaluation. The other person should be allowed to make his own evaluations. If he feels he is being evaluated or judged, and particularly if he perceives the evaluation as criticism, he is more likely to react defensively and to reject both the feedback and the person providing it.

3. It is focused on behavior rather than on the person. It is important that we refer to what a person does rather than to what we think or imagine he is. Thus we might say that a person "talked more than anyone else in this meeting" rather than that he is a "loudmouth." The former allows for the possibility of change; the latter implies a fixed personality trait.

4. It takes into account the needs of the receiver of the feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end. It should be given to help, not to hurt. We too often give feedback because it makes us feel better or gives us a psychological advantage.

5. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcomings over which he has no control or a physical characteristic which he can do nothing about.

6. It is solicited, rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of questions which those observing him can answer or when he actively seeks feedback.

7. It involves sharing of information rather than giving advice. By sharing information, we leave a person free to decide for himself, in accordance with his own goals, needs, etc. When we give advice we tell him what to do, and to some degree take away his freedom to decide for himself.

8. It is well-timed. In general, immediate feedback is most useful (depending, of course, on the person's readiness to hear it, support available from others, etc.). The reception and use of feedback involves many possible emotional reactions. Excellent feedback presented at an inappropriate time may do more harm than good.

9. It involves the amount of information the receiver can use rather than the amount we would like to give. To overload a person with feedback is to reduce the possibility that he may be able to use what he received effectively. When we give more than can be used, we are more often than not satisfying some need of our own rather than helping the other person.

10. It concerns what is said or done, or how, not why. The "why" takes us from the observable to the inferred and involves assumptions regarding motive or intent. Telling a person what his motivations or intentions are more often than not tends to alienate the person, and contributes to a climate of resentment, suspicion, and distrust; it does not contribute to learning or development. It is dangerous to assume that we know why a person says or does something, or what he "really" means, or what he is "really" trying to accomplish. If we are uncertain of his motives or intent, this uncertainty itself is feedback, however, and should be revealed.

11. It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind. No matter what the intent, feedback is often threatening and thus subject to considerable distortion and misinterpretation.

ICAP9

GROUP PROCESS EVALUATION

Consolidation Sheet

Item	9	8	7	6	5	4	3	2	1
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									

APPENDIX C

PUBLICATIONS AND POSITION PAPERS USED AS WORKSHOP READINGS

- Toward A Definition of Affect In Education
- Affective Goals of Education
- Behavioral Objectives in Perspective
- Measurement in Support of Affective Education

TOWARD A DEFINITION OF AFFECT IN EDUCATION

A.R. Wight
Interstate Educational Resource Service Center
710 East Second South
Salt Lake City, Utah 84102

The purpose of this paper is to suggest a model for expansion of educational objectives beyond the usual narrow focus on low level cognitive abilities and the transmission of facts. In education we commonly divide human behavior into three domains--psychomotor, cognitive, and affective. There would be no particular reason for doing this, if it were not for the unfortunate fact that education has traditionally assumed a major responsibility for the student's cognitive development, some responsibility for psychomotor development, but very little for affective development. Perhaps if we can define the affective domain to identify what has been most neglected in education, we can forget these terms and focus on the obligation and responsibility for development of the total person. First a brief definition of the three domains:

> PSYCHOMOTOR (Doing) - Behavior that has to do with physical (neuromuscular) skills, ability, action, coordination, control, etc.
>
> COGNITIVE (Thinking) - Behavior that has to do with storing and processing of information, facts, formulas, and ideas. Bloom's taxonomy[1] of the cognitive domain is useful in developing or evaluating cognitive objectives:
>
> 1. Knowledge - Recognizing, memorizing, and recalling or reproducing facts and specifics.
> 2. Comprehension - Interpreting, translating, summarizing, or paraphrasing given material.

---

[1] Benjamin S. Bloom (Ed.). Taxonomy of Educational Objectives: Handbook 1, Cognitive Domain. New York: David McKay Co., Inc., 1956.

3. Application - Using material in a different situation from that in which it was originally learned.

4. Analysis - Separating a complex whole into its parts and examining relationships among elements.

5. Synthesis - Combining elements to form a new entity.

6. Evaluation - Comparing, judging, selecting, or determining worth or utility on the basis of certain criteria (implicit or explicit, subjective or objective).

AFFECTIVE (Feeling) - Behavior having to do with emotional or feeling responses to an object of experience (thing, idea, process, subject, situation, another person, oneself, etc.) and all the complex perceptions, attitudes, characteristics, and behaviors associated with seeking, accepting, and incorporating or avoiding and rejecting the object.

It should be obvious that when we encounter a human being in action we are not confronting one domain in isolation but rather the complex interaction of all three domains. This is particularly true when we deal with such higher order activities as problem-solving, decision-making, and creativity, which are as much affective as cognitive. It should be obvious, too, that affect (feelings) is present with either cognitive or psychomotor activity. We have feelings about what we are doing (or what is being done to us) and develop attitudes toward the experience. If an experience is pleasant, enjoyable, or rewarding, we develop positive attitudes toward it. If it is painful or unpleasant, our reactions will be negative, and in the future we tend to dislike, avoid, or reject whatever was associated with the experience. If an experience means little or nothing to us, it is neither positive nor negative and acquires neither an attractive nor an aversive quality. In short there is little affect or effect.

TWO DIMENSIONS OF EXPERIENCE

The relationships among positive or negative experiences, attraction, aversion, importance, and meaning can perhaps be shown more clearly in the following graph (Figure 1). On the horizontal dimension we have Positive/Attraction at one end, with Indifference in the middle and Negative/Aversion at the opposite end. The continuum runs from strong to weak positive or attraction through weak to strong negative or aversion. On the vertical dimension we have Central to Self or Meaningful at the top and

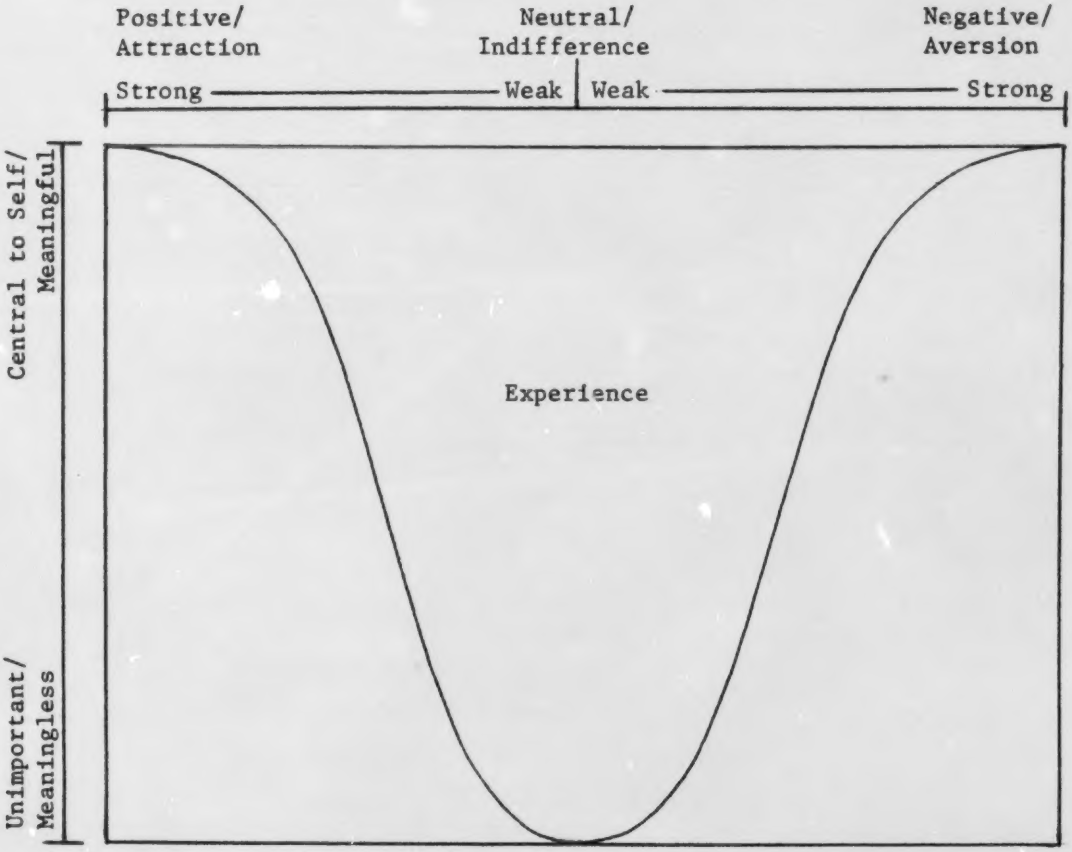


Figure 1. Two Dimensions of Experience.

Unimportant or Meaningless at the bottom.

The relationship between the two dimensions is shown by the curved line representing experience. If something has no meaning or importance for a person, his reaction is likely to be one of complete indifference, neither positive nor negative. If an experience is either positive or negative, it becomes meaningful. As something takes on meaning for a person, his reaction will move up the vertical scale, following the curve to the left or right, depending on whether the experience is positive (pleasant, enjoyable, rewarding, exciting, challenging, etc.) or negative (unpleasant, punishing, threatening, anxiety-producing, etc.).

If education focuses on lower level cognition of factual material (knowledge and comprehension) that means little or nothing to the student, and then punishes him for showing a lack of interest or for poor performance, the student's experience and feelings are likely to move from the lower central portion of the graph toward the upper right portion. School takes on more meaning for the student, but as an unpleasant experience, one to be avoided if possible, or tolerated at best.

Too often as educators we feel it is our objective and responsibility to teach facts, subjects, or courses, not students. But even if we feel these are legitimate objectives, we are kidding ourselves if we think they can be achieved by requiring students to memorize material that is not meaningful to them. We need, instead, to assist the student in expanding his awareness and in finding personal meaning. This means building on what is meaningful to the individual student, not teaching what is meaningful to us.

This does not mean that we should always try to please or entertain the student. Some activities are uninteresting or aversive at first, but once the person begins to achieve understanding or experience the rewards of success, they become interesting and attractive. If this transfer from one side of the graph to the other is not made soon, however, we had better reassess what we are doing to the student.

KRATHWOHL, BLOOM, AND MASIA'S TAXONOMY OF AFFECTIVE OBJECTIVES

For those readers who are familiar with Krathwohl, Bloom, and Masia's classification of affective objectives,[2] a brief discussion of its relation to the two dimensions of Figure 1 might be helpful. According to Krathwohl et al, the following categories "are intended to be hierarchical in order, arranged along a continuum of internalization from lowest to highest [p. 95]."

1. Receiving (attending)
2. Responding
3. Valuing
4. Organization
5. Characterization by a value or value complex

In other words, these categories theoretically describe a process (series of experiences) that occurs in sequence and over time. A person must first receive something, respond to it, value it, organize it into his value system, and finally behave in a manner that is consistent with this system. It is unlikely that the thing experienced will be incorporated beyond level 2, however, unless the experience is relatively high on the vertical dimension of Figure 1. Even at levels 1 and 2, the extent to which a person attends to, is open to receiving, or responds to something is directly related to its importance or meaningfulness to him.

---

[2] David R. Krathwohl, Benjamin S. Bloom, Bertram B. Masia. Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook 2, Affective Domain. New York: David McKay Co., Inc., 1964.

Krathwohl et al do not deal directly with the positive/attraction - negative/aversion diemension. Their focus appears to be on education in the traditional sense of information transmission; i.e., they describe the first step as being crucial "if the learner is to be properly oriented to learn what the teacher intends that he will [p. 175]." The approach implied appears to be one of developing acceptance of what the teacher wants to teach, in hopes that it will become meaningful, as opposed to building on what is already meaningful and important to the learner. Suggestions they give the teacher for achieving willingness to receive, satisfaction in response, acceptance and commitment to a value, etc., are clearly on the side of positive affect.

When considering their taxonomy, however, and the outcomes (not necessarily objectives) of education, the negative/aversion aspect of affect should also be examined. It is important to understand how both negative and positive affect develop. A person will probably be highly aware of something that is threatening, painful, or aversive, and may respond to it quite actively. The more aversive, the more likely it will be incorporated into his value complex as something of negative value and the more consistent his behavior toward it. Problems created by negative affect (i.e., negative attitudes toward school, low self-esteem or self-confidence, acting out behavior, etc.) consume too much time in too many schools.

THE SELF AND A MORE COMPLETE TAXONOMY

Although Krathwohl, Bloom, and Masia's taxonomy is useful in developing certain affective objectives, it can lead to a restricted view of affective behavior. We need to examine the self more closely, as it is formed through experience and as it interacts with, interprets, and determines experience. A more complete understanding of these phenomena will provide a better basis for the development of affective objectives.

The self is difficult to define. What I refer to when I say "I" or "me" is that which identifies me as a unique individual, different from all other human beings yet sharing certain things with all mankind and other things with particular groups or persons. Yet I know that who I am, my true self, is known to no one, not even me. I will never completely know the inner self. But I assume it is the source of things about myself I do not understand--needs, motivations, urges, impulses, fears, anxieties, etc.

When I describe my self, I may distinguish between the "social self" and "private self." The social self is that part of me I disclose to others or the self I try to be to please others, whereas the private self is the part I prefer to keep to myself. I may have many different social selves, each dependent on the expectations, demands, or preferences of the person or group I am relating to at the time and the impression I want to create. In any case, I describe my self by referring to such things as abilities, goals, ambitions, values, standards, likes, dislikes, interests, needs, fears, anxieties, characteristics (i.e., creative, conservative, nervous, loyal), etc.

Still another part of the self is the "ideal self," the kind of person I would like to be, with the combination of qualities I would like to have. My ideal self is based largely on values, standards, principles, role identification, heroes, etc., and helps to determine my goals, aims, and ambitions.

The more central something is to the self (private, social, or ideal), that is the more it is consistent with or in conflict with one's interests, expectations, needs, desires, concepts, beliefs, values, standards, and goals, the more meaningful it will be. It is such aspects of the self that very often determine both whether something will be perceived and how it will be perceived. A person attends to those things in his environment or seeks experiences that will contribute to the fulfillment or confirmation of his self. Experience is not only selected but may even be, and often is, distorted to satisfy this need. By the same token, a person may actively avoid or aggressively attack something which threatens or contradicts the self.

The self, then, consists of a complex patterning of behavior both resulting from and influencing a person's reactions to experience (see Figure 2). If we do not understand these phenomena and focus only on observed behavior, we are dealing only with symptoms, not with causes. In affective education (which is all education), we have to be concerned with the ways in which this patterning of behavior predisposes the individual to react to different objects, situations, or events, as well as with the ways in which the self is patterned or molded by experience.

Experience is primarily affective. A person may process the experience cognitively (i.e., recall it, analyze it), but his response is basically a feeling response. Column 1 of Figure 2 lists a number of different kinds of feelings and perceptions, which can be examined in terms of the dimensions in Figure 1. Feelings and perceptions are inseparable, and complex in their interaction. Feelings are directly related to perceptions of an experience, which are influenced or determined by the person's expectations, needs, attitudes, beliefs, values, goals, etc. (all of Columns 2, 3, and

Man has EXPERIENCES (feels, perceives)	which result in and are influenced by			achieved & sustained by DRIVING FORCES	which lead to ACTIONS	from which we infer CHARACTERISTICS
	DISPOSITIONS TO ACTIONS	PERSONAL GUIDING SYSTEMS	ACTION ORIENTATIONS			
Satisfying	Expectations	Constructs	Goals	Motivation	Seeking	Mature
Pleasing	Obligations	Concepts	Objectives	Ambition	Searching	Confident
Enjoyable	Sanctions	Beliefs	Intentions	Will	Exploring	Wise
Interesting	Concerns	Values	Purposes	Determination	Pursuing	Self-accepting
Meaningful	Responsibilities	Standards	Aims	Dedication	Approaching	Flexible
Stimulating	Interests	Principles	Aspirations	Devotion	Accepting	Adaptable
Encouraging	Needs	Ethics	Ambitions	Drive	Adopting	Creative
Supporting	Likes/Dislikes	Mores	Plans	Energy	Incorporating	Resourceful
Reinforcing	Inhibitions	Philosophies	Strategies	Persistence	Enjoying	Conscientious
Rewarding	Attitudes (i.e.,)	Ideals	etc.	Perseverance	Appreciating	Dedicated
Fulfilling	Satisfaction	Customs		Initiative	Valuing	Involved
Enhancing	Appreciation	Traditions		Self-Direction	Approving	Independent
Surprising	Attraction	Self-Image			Supporting	Perceptive
Provoking	Curiosity	etc.		Self-Discipline	Sharing	Motivated
Challenging	Anticipation				Trusting	Persistent
Boring	Hope				Risking	Energetic
Uninteresting	Faith				Creating	Idealistic
Irrelevant	Apathy				Imagining	Open
Insignificant	Indifference				Planning	Sensitive
Unfulfilling	Disappointment				Analyzing	Dependable
Contradicting	Resentment				Interpreting	Trustworthy
Shocking	Anger				Evaluating	Responsible
Violating	Hostility				Judging	Trusting
Offensive	Hate				Verifying	Cooperative
Frustrating	Fear				Tolerating	Patient
Disappointing	Guilt				Ignoring	Warm
Discouraging	Shame				Avoiding	Kind
Depressing	Rejection				Withdrawing	Understanding
Painful	Anxiety				Disapproving	Tolerant
Threatening	Futility				Punishing	Humane
Embarrassing	Despair				Attacking	Empathic
Belittling	Resignation				Rejecting	etc.
Insulting	Suspicion				etc.	
Humiliating	Distrust					
Degrading	etc.					
etc.						

Figure 2. Dimensions of Affective Behavior

4). As can be seen in Column 1, some experiences are more meaningful than others, some reflect positive feelings or perceptions, some negative, and some neutral.

Column 2 consists of more enduring reactions based on an experience or series of experiences. They serve as *Dispositions to Action*, predisposing a person to perceive and to react in certain ways in the presence of given stimulus objects or situations.

Still more enduring and more central to the self (often his most important possessions) are the *Personal Guiding Systems* in Column 3. These are the guidelines the person uses in managing and directing his own life and against which he evaluates or judges himself and others. In interaction with and often mediating the *Dispositions to Action*, they provide the basis for development of the *Action Orientations* (Column 4), which when activated by an energy state, the *Driving Force* (column 5), result in (column 6). His *Actions* are experienced (Column 1), and the cycle begins again.

There is an increasing amount of cognition in interaction with affect as one progresses from *Experience* to *Dispositions to Action* to *Personal Guiding Systems* to *Action Orientations*. All of these are fundamentally affective, however, in that they are directly related to the dimensions of experience in Figure 1. If something is not meaningful to a person, he is not likely to develop concerns, interests, or attitudes toward it, and it is not likely to be incorporated in his system of constructs, beliefs, values, goals, ambitions, etc. A person also has positive or negative feelings toward his own dispositions to action, personal guiding systems, and action orientations, as well as his actions. It would be redundant to say that these are usually central to the self, since they are largely what constitutes the self.

If we are concerned about learning, we need to be concerned about a person's experience in the learning situation. If we would like his experiences to be more pleasant and meaningful, we need to understand where he is in relation to all of the foregoing. Persons with different expectations, needs, goals, values, etc., may have quite different experiences in similar situations.

If we want to understand a person's actions (observable behavior), we need to be aware of the experiences (perceptions and feelings), needs, attitudes, beliefs, values, goals, etc., that led to and resulted in the behavior. These can often be inferred, but our data may be more accurate and complete if we explore these areas with the person himself. We need to take all this into consideration when setting objectives for (or preferably with) another person and when assessing his progress and performance in his learning program.

THE OBJECT OF AFFECT

In developing a learning program, one of our objectives should be to design educational experiences that are both meaningful and positive to the student (Figure 1). We also need to consider the extent to which we should facilitate or influence the development of dispositions to action, personal guiding systems, action orientations, and actions (Figure 2) that will effectively serve the needs of both the individual and society.

The question we have not yet addressed is what objects of affect should we be concerned with in education. A person experiences his own action, the action or attitude of someone else, a threatening or challenging situation, or a beautiful painting or piece of music. The "something" experienced is the object of affect. A person develops attitudes toward school, toward a given subject or teacher, toward authority figures, or toward himself. These too are objects of affect. He develops beliefs about something; values, goals, and ambitions with regard to something; the predisposition to act or behave toward something in certain ways; and so on. The "something" in each case is an object of affect.

In most lists of priorities in education, self-concept is number 1. When we consider the self as the object of affect, we are concerned with the way in which the person feels about himself, how much self-confidence, self-reliance, self-direction, self-discipline, and self-control he has, etc. We are also interested in what he believes about himself, what he values in himself, what he likes about himself, what obligations he feels to himself, and the kind of person he would like to be or become.

It might be helpful to list examples of objects of affect frequently found in education.[3] The reader can expand this list and relate it to Figures 1 and 2 as he considers the implications for education.

1. Self (i.e., self-awareness, self-concept, self-understanding, self-respect, self-acceptance, self-direction, self-reliance, self-control, self-discipline.)
2. Others (i.e., friends, acquaintances, strangers, family, specific groups, other cultures, other religions, other races, other nationalities.)
3. Society (i.e., its institutions, laws, rules and regulations, values, standards, sanctions, expectations, problems, hypocrisies, inequities.)

---

[3] See Wight, A.R. Affective Goals of Education. Monograph. Interstate Educational Resource Service Center, Salt Lake City, Utah, November, 1971, for a comprehensive survey and discussion of affective goals.

4. Learning (i.e., school, specific subjects or subject-matter, rules and regulations, discipline and control, methodology, teaching style, expectations of students, the student role, life-long learning.)

5. Work (i.e., specific occupations, physical labor, productiveness, accomplishment, skills, creativity, organizations, management, supervisor-subordinate or employer-employee relations.)

6. Leisure Time (i.e., hobbies, recreation, sports, entertainment, interests.)

7. Aesthetics (i.e., beauty, art, painting, sculpture, dance, music.)

8. The Natural World (i.e., ecology, environment, natural resources, wild-life, pollution.)

9. Life (i.e., meaning, purpose, change, adversity, uncertainty, ambiguity, frustrations, opportunities.)

Although objects of affect such as those listed are commonly found in educational objectives, they are not always identified. For example, objectives might be concerned with becoming aware of one's feelings, perceptions, expectations, needs, and attitudes; clarifying one's beliefs and values; learning to set realistic goals; or examining the consequences of one's actions. With these objectives, the student provides the objects (the things that concern him).

We need to be aware of the problems and the consequences of deciding which objects will be included. Who should decide, the teacher or the students? What can we expect if the teacher selects objects that are unimportant or meaningless to the students? What are the consequences if the students select objects that are taboo in this society, or if they voice concerns, feelings, attitudes, beliefs, values, and goals that are contrary to those of their parents or society?

CHARACTERISTICS AND ATTRIBUTES

We ascribe characteristics to a person (including ourselves) based on all we know about him (Figure 2), plus what we infer or assume, and judgments we make (from the frame of reference of our own belief and value systems). We say that a person is mature, wise, confident, creative, adaptable, flexible, imaginative, resourceful, conscientious, dedicated, open, sensitive, reliable, responsible, cooperative, warm, tolerant, humane, etc. Or he might be immature, rigid, unimaginative, lazy, apathetic, and intolerant. (See Column 7, Figure 1).

A great many characteristics are valued in society, and are frequently listed as goals of education. These characteristics are never directly observed, however, but are inferred from observed behavior or from what the person tells us about himself. If we include them as goals, we need to define them, by giving examples of behavior (from Figure 2) in response to significant objects. It is only through such examples that we can reach agreement on what the characteristic we would like to achieve means.

We need to determine what characteristics are important or essential to the well-being of the individual and society. What behaviors are associated with these characteristics? What conditions and kinds of experiences are necessary for their development? And what do we have to do as educators to create these conditions and to support or promote growth-enhancing experiences?

IMPLICATIONS FOR EDUCATION

If we understand and accept what Figures 1 and 2 tell us about human behavior, we need to begin thinking less about what we would like to teach and more about what the student would like or needs to learn. But who should decide what he needs to learn? Before we impose our values and biases on him, we should ask ourselves whether we can justify our decisions on the basis of some reasonable certainty of his present and future needs. If he does not recognize these needs or the importance of what we want him to learn, we can see from Figure 1 and Figure 2 what his reactions are likely to be. Rather than force him to learn something because we feel it is important, wherever possible it would be better to expose him to problems and situations that will allow him to discover the needs for himself.

We need to focus less on controlling the student and more on helping him develop self-direction and self-control. We should be aware of the kinds of experiences he is having (Figure 1), and why he is having these experiences (Figure 2). When we focus on direction and control, requiring conformity and passivity, when we require the student to submit to a meaningless, painful, uncomfortable, or threatening experience, what kinds of feelings and reactions can we expect? We cannot say the resulting feelings and attitudes are wrong, or bad, as we too often do. These are normal human reactions, which punished may lead to even more adverse reactions.

There are many ways of coping with painful or threatening experiences. A student might attack the source of the experience, directly or indirectly. Or he might direct his anger and hostility at other, safer targets, perhaps even himself. If attacking is not his method of coping, or if it does not relieve his frustration, or if he is punished even more, he might withdraw. He might drop out altogether, or drop out in spirit.

Another common way to reduce pain is to convince oneself that the object of the pain is unimportant--deliberately and consciously move one's feelings down the curve in Figure 1, from upper right to lower middle.

How many students convince themselves that they should "play the game?" Far more than most teachers would like to admit. And what happens to the student's self-concept when he is forced to submit to activities and conditions he dislikes or finds meaningless, and to live with his own cynicism and hypocrisy?

Some students cope by buying in (or selling out?) to the system. They turn pain into pleasure by seeking the rewards of the system--conforming, feeding back what the teacher wants, competing, and getting grades. But these behaviors, not learning, not originality, imagination, creativity, or self-expression, provide the rewards and thus assume personal meaning to these students. They often resent or feel superior to those who do not conform, and become strong defenders of the system. Should the objective of education be to produce uncreative, conforming, and sometimes arrogant and conceited intellectuals?

The system fails, also, with far too many bright, creative individuals. Conforming, competing, and getting grades are not rewarding to them. These experiences are distasteful and aversive. They can tolerate a system only so long that denies them the opportunity for meaningful experiences or punishes them when they attempt to engage in activities that are important to them. Ultimately they must drop out.

Young children don't start out with an aversion to learning and a low self-concept. These are learned somewhere along the way. Children begin with curiosity, joy in learning, and openness. But we soon teach them that curiosity is wrong because they are supposed to be doing what someone else wants them to do, that learning is a drudgery, and sometimes painful, and that it is not safe to be open, that one should keep his true thoughts and feelings to himself. These children are not failing. We as educators have failed them.

We usually manage to convince the child that performance in the very narrow range of low-level cognitive abilities normally stressed in school is of prime importance in evaluating a person's worth. Children begin to feel that it is good to be "smart" and bad to be "dumb," and do not realize that these judgments are based on a very small portion of a person's total abilities and attributes. How important is the ability to memorize and recall what the teacher teaches as compared with creative problem solving, goal setting, self-direction, concern for others, and other abilities or characteristics seldom included as objectives in the classroom?

We too often focus on win-lose competition in the classroom, pitting one student against another, with little consideration of the consequences. We emphasize and reward "getting the highest grade," "being at the top of the class," "winning in competitive activities," but we seldom consider what happens to the losers--those who are not at the top. The losers invariably suffer some loss of self-esteem or develop negative attitudes toward the school situation. How can we develop concern for others and learn to work effectively with others in cooperative activities if we are constantly competing?

How many teachers justify placing students in win-lose competition or judging them in relation to their peers' performance by saying "we have to prepare them for the real world," or "we are obligated to let them know where they stand in relation to others' performance and abilities?" What the teacher is saying is that we have to let the child know early in life that he is inadequate, inferior, and a failure so that he can begin preparing for his future failure as an adult. There is considerable evidence that building confidence and self-esteem is far more effective in preparing a person to cope with failure and adversity.

Younger students in particular tend to incorporate others' (especially significant adults') evaluations. If the student is told repeatedly (directly or by implication) that he is stupid, slow, inferior, or a bad person, he soon accepts this evaluation. This is the message he receives when he is given low grades or told that his work is inferior to that of other students. It is a painful experience, and feelings of aversion will develop, but they may be directed more toward himself than the teacher and the situation. He may even like the teacher who unknowingly is teaching him to hate himself, and he may become increasingly dependent on the teacher who erodes away his self-confidence, dignity, and self-respect.

What has been gained if we convince a student that he is a misfit or unfit, not the kind of person society wants or values? Can we expect him to meekly sit at his desk, where he is continuously reminded of his inferiority, without complaining, getting angry, or striking out against something or someone? We are obligated to consider and treat each student as a person of individual worth, and to help him discover what is meaningful to him, to experience success, and to develop a growth-enhancing rather than a self-destructive pattern of behavior.

As educators it is our responsibility to help each student prepare for his life and work, by helping him develop his unique potentialities. We need to focus on what is meaningful to him. We need to interact with him in terms of where he is at the time, not where we feel he should be and not in terms of where the majority of the class might be. We need to build on his interests, needs, goals, and ambitions; stimulate his curiosity; encourage him to explore, to experiment, and to risk; help him learn from his own mistakes, test his own theories, solve his own problems, and evaluate his own solutions. Above all, these should be positive, rewarding experiences. It is only through such experiences that he can grow into a healthy, self-accepting, mature person.

As educators we must face up to the fact that what we are doing in most schools is dooming a sizable percentage of our young people to failure and inhibiting or distorting the growth and development of many more. It is only through attention to the affective in education that we can be reasonably sure of developing the interest in life-long learning, the self-confidence, the self-esteem, and the human qualities that are necessary for success and happiness in today's world.

AFFECTIVE GOALS OF EDUCATION

Prepared by: Albert R. Wight

Interstate Educational Resource Service Center
710 East Second South Street
Salt Lake City, Utah 84102

November 1971

TABLE OF CONTENTS

INTRODUCTION 1

SECTION I - OVERVIEW OF GOALS FOR EDUCATION 6
Classification of goals and objectives obtained from a number of sources, primarily from general goals of several states.

SECTION II - LEARNING AND ADAPTATION 9
The special implications for education of living in a world of rapid change.

SECTION III - THE FULLY FUNCTIONING PERSON 12
Comprehensive description of the mature, healthy, creative, fully functioning, self-actualizing person, from the personality, mental health, and creativity literature.

* * * * * *

APPENDIX A - CATEGORIZATION OF EDUCATIONAL GOALS AND OBJECTIVES FROM VARIOUS SOURCES 45
Detailed listing of goals and objectives discussed in Section I.

APPENDIX B - CHARACTERISTICS OF THE MATURE, FULLY FUNCTIONING, SELF-ACTUALIZING, CREATIVE, PERSON FROM THE PERSONALITY, MENTAL HEALTH, AND CREATIVITY LITERATURE 64
Selected lists of characteristics from the literature.

APPENDIX C - COMPARISON OF THE OPEN AND CLOSED SYSTEMS OF HUMAN RELATING 73
Illustration of the close and interdependent relationship between self-concept and relations with others.

REFERENCES 75

AFFECTIVE GOALS OF EDUCATION

A. R. Wight
Interstate Educational Resource Service Center
710 East Second South Street
Salt Lake City, Utah 84102

The purpose of this paper is to explore the affective domain in education, with particular reference to goals and objectives. The discussion will be descriptive rather than prescriptive, describing the kinds of goals and objectives which have been developed, as opposed to prescribing particular goals and objectives. Hopefully, the overview provided will prove useful as a resource to schools and school systems in selecting and defining their own objectives.

Educators sometimes talk about the affective, cognitive, and psychomotor domains as if they were unrelated activities, whereas in the feeling, thinking, behaving person, they exist together and cannot be separated. Most if not all psychomotor activity is precipitated, mediated, and followed by cognitive and affective activity. It is quite probable that all cognitive activity is accompanied by affect of some sort, and that affect comes into awareness and is processed cognitively. We act and react as total organisms.

Although these three domains do not function independently in the person, they do represent different types of activity. It may be useful to examine them separately as well as together in planning educational outcomes and strategies. We should also ascertain whether these three domains, at least as presently defined, subsume all desirable educational outcomes.

The three domains as defined by Krathwohl, Bloom, and Masia (1954, pp. 6-7) do not appear to describe a complete person:

> 1. Cognitive: Objectives which emphasize remembering or reproducing something which has presumably been learned, as well as objectives which involve the solving of some intellective task for which the individual has to determine the essential problem and then reorder given material or combine it with ideas, methods, or procedures previously learned. Cognitive objectives vary from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials.
>
> 2. Affective: Objectives which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience.
>
> 3. Psychomotor: Objectives which emphasize some muscular or motor skill, some manipulation of material and objects, or some act which requires a neuromuscular coordination.

Personality theorists have included a fourth dimension, the conative, which refers to purposive, goal-directed (goal-seeking or goal-avoidance) activity. Most of man's behavior--cognitive, affective, or psychomotor--is in some way goal-related. Interests, intentions, and motivation are quite directly related to goals. Values and attitudes are goal-related in that they serve to define what is considered important or useful to the individual and thus determine his goals. Gordon Allport (1961, p. 258) stated that "it is artificial to distinguish thinking from motivation," that both are "continuous, effortful, goal-directed, self-experienced activities."

Conative educational goals and objectives would be concerned with the identification and development of personal goals, aims, and aspirations and with the organization of efforts and mobilization of resources in their pursuit. Much if not most of a person's cognitive activity is thus in the service of conative needs. Much of a person's affective activity is in reaction to, or anticipation of, goal achievement or denial, or to frustration in approaching goals.

The relationship between the affective and conative dimensions is complex. It would be difficult if not impossible to separate the two. Perhaps this is why conative educational goals and objectives, when included, are usually categorized as affective.

There is still a fifth dimension of behavior, one that is different from but closely related to the others. This is perception, the process by which man accumulates, organizes, and assigns meaning to the data that will be processed, reacted to, or acted upon by the other processes or activities.

Perception is in turn affected by the other dimensions of behavior. Both cognitive and affective processes influence perception, through the establishment of perceptual sets or expectations. Conative processes direct the person's attention to data that will support the attainment of his goals or meet his needs. Cognitive theories and affective beliefs, values, interests, preferences, attitudes, and fears or aversions influence attention to stimuli and determine the form they will take.

Thus a person attends to particular stimuli from among the multitude of stimuli with which he is constantly bombarded. If needed or desired stimuli are not actually present, they may be imagined or created. Those stimuli allowed into awareness are then interpreted and often distorted in accordance with the person's beliefs, values, expectations, and needs. Man often, perhaps usually, perceives what he expects to perceive. It would seem, in fact, that perception may be in the service of prejudices, biases, and affirmation of the self more often than in presenting the person with the data of reality.

The lowest level of the taxonomy of affective objectives (Krathwohl, Bloom, and Masia, 1964) is primarily concerned with perception--receiving and attending behavior, which may be affected as much by cognitive sets or expectations as by affective states or conditions, not to mention conative needs and goals or psychomotor states (physiological readiness). Perception would also be involved at higher levels, in the incorporation (and perhaps distortion) of new material into the person's construct, belief, and value systems. This very important aspect of perception does not receive sufficient attention in either the cognitive or affective taxonomies as developed by Bloom, Krathwohl, and their associates.

Perception is given little emphasis in educational goals and objectives. When it is found, it is often categorized as a cognitive activity. Perception is perhaps more irrational than rational, however, and is thus probably more closely related to the affective and conative dimensions than to the cognitive.

Although perception, cognition, conation, and affection are interdependent and interrelated, the following distinctions might be helpful. Perception is primarily concerned with the collection, organization, and assignment of meaning to data. Conation is concerned with the identification and pursuit of goals and in this respect provides direction to both perception and cognition. Affection involves emotional reaction and feelings as well as personal values, beliefs, attitudes, standards, preferences, etc.

If we are interested in the total person, it is unrealistic and counterproductive to develop separate lists of goals and activities for each dimension of behavior. Particularly when considering the development of higher order, complex processes associated with learning, creativity, problem-solving, decision-making, planning, evaluating, and goal-seeking, it is essential that the coexistence and interaction of the various dimensions of behavior be recognized.

Factual information (subject matter) is of little use to the student beyond the passing of examinations if he has not learned to apply it in the service of his own needs and goals through these processes. The attitudes he develops toward the information and the value he places on it are directly related to the personal meaning it has acquired. His self-concept is directly related to the success or lack of success he has had as a learner, problem-solver, decision-maker, planner, evaluator, creator, and achiever.

The remainder of the paper will focus on non-cognitive goals and objectives, with full realization that it would be as wrong to neglect the cognitive as it has been to neglect the non-cognitive. Many of the goals will involve cognitive activity, because the focus will be on behavior, not on isolated domains.

The first section will consist of an overview of general goals and objectives found in the education literature. The second section will address learning and adaptation. Education must be responsive to a rapidly changing world, preparing students for the present and the future, not for the past. The third section will explore what the mental health, personality, and creativity literature tells us about the healthy, effective, fully-functioning, self-actualizing, creative person.

In developing a comprehensive set of goals and objectives, it would be well to draw on all three sections. No attempt has been made in this paper to combine the sections or to formulate goals and objectives based on the examples and implications of the three sections.

OVERVIEW OF GOALS FOR EDUCATION

Erich Fromm (1941, p. 317-318) has said that "the fundamental approach to human personality is the understanding of man's relation to the world, to others, to nature, and to himself." These four general categories were employed to classify goals and objectives obtained from a number of sources, primarily from general educational goals of several states. Purely cognitive and psychomotor objectives were eliminated, but these proved to constitute a small minority of the total list of objectives. It is interesting that most general goals are affective and conative, but by the time these are translated into classroom objectives, little is left but the cognitive.

The following outline was developed from the longer list of goals and objectives reviewed and categorized in accordance with the preceding scheme. (See Appendix A for the complete list.) Goals and objectives in these categories involve the relationship or transactions of the learner with each entity--self, others, the man-made world, or nature. Some areas have been sorely neglected in the specification of objectives, whereas others have been strongly emphasized, as can be seen from the relative size of the lists of objectives.

Very few of these objectives are found in the typical curriculum or classroom, although they are usually considered to be the most important objectives of education. The objectives presented should be revised, based on the understanding we have achieved of human nature and the development of the mature personality. If such objective setting is not to be an exercise in futility, however, sincere efforts must be made to incorporate these objectives into the curriculum and the climate and strategies of the classroom. Once we have decided which outcomes are desirable, it will be neccessary to commit ourselves to the conditions and strategies which are most likely to facilitate their achievement.

1. Self

1.0 General--self-realization, self-concept, self-awareness, self-understanding, self-acceptance, self-respect, self-esteem, self-analysis, self-improvement.

1.1 Locus of Control--self-direction, independence, power, self-reliance, initiative, autonomy, self-control, self-discipline.

1.2 Personal Organizing Systems--personal values, ethics, standards, morals, beliefs, constructs, principles, philosophy, style of life, philosophy of existence.

1.3 Personal Adjustment, Achievement, Interest, and Expression--

1.3a Health--good health habits, maintenance of physical and emotional well-being, safety, good nutrition.

1.3b Creativity--valuing and recognizing creativity as a basic human need; willingness to risk failure, to innovate; expressing oneself creatively and appreciating the creative expressions of others.

1.3c Coping with Change, Adversity, Ambiguity, and Uncertainty--functioning in a rapidly changing world, dealing with new situations and problems, adjusting to changing jobs and job requirements.

1.3d Productiveness, Work, Accomplishment--preparation for life-work, satisfaction of producing and contributing.

1.3e Leisure Time--constructive use of leisure time, intellectual interests, hobbies, recreation, sports.

1.3f Aesthetic Appreciation, Expression--appreciation of beauty, nature, art, literature, music, drama; creative self-expression through fine arts.

1.4 Personal Skills and Abilities--

1.4a Perception and Awareness--perceptual awareness, sensitivity, and accuracy.

1.4b Learning--passion for knowledge and pleasure in knowing; positive attitude toward learning; curiosity, an inquiring mind; motivation to learn; independence in seeking and using knowledge; good study habits; ability and desire to use the learning resources of the community; acceptance of learning as a life-long process of self-development.

1.4c Problem-Solving and Decision-Making--developing skills in problem-solving processes, securing information, analyzing, synthesizing, evaluating, drawing conclusions, and making decisions; interest in current problems, weighing alternatives for their solution.

1.4d Goal Setting and Goal Seeking--selection of meaningful and satisfying goals; selection and mastery of means for achieving chosen goals; setting personal goals based on understanding of abilities, interests, values, aspirations, and limitations.

1.4e Communication--competence in communicating feelings, ideas, and information through speaking, listening, reading, and writing; basic skills to obtain and express ideas through use of words, numbers, and other symbols.

2. Others

2.1 Interpersonal Effectiveness--developing and maintaining effective interpersonal relationships; high regard for friendly, sincere, cooperative relationships; demonstrating sensitivity, empathy, affection, love, friendship, respect, courtesy, loyalty, cooperation, trust, openness; respect for the dignity and worth of the individual, respect for individuality; skills, attitudes, and understanding necessary for effective group action.

2.2 Family Relationships, Responsibilities--appreciation of the significance of the family, understanding and acceptance of family responsibilities.

2.3 Intercultural Understanding, Effectiveness--recognition of and willingness to live in a pluralistic society, world; understanding and appreciation for persons from other cultures or ethnic groups; satisfying relationships with a wide range of people.

2.4 Social Responsibility (community, nation, world, mankind)--Social awareness and responsibility; concern for one's fellow man, the general welfare, improvement of the human condition; acceptance of the rights and responsibilities of citizenship; loyalty to democratic ideals and institutions; respect for rights of others, acceptance of civic duties and community responsibilities; participation in the economic system as a producer and consumer; practicing socially acceptable behavior; recognition and understanding of world interdependence.

3. The Man-Made World--understanding and appreciation of human achievement in the sciences, humanities, and the arts; understanding and appreciation of the roles of science and technology in improving man's way of life.

4. Nature--desire to maintain a healthful and harmonious natural environment; values the conservation and wise use of human and natural resources; understanding of man as a part of nature.

LEARNING AND ADAPTATION

The world of today is very different from the world of previous generations. If the educational system accepts the responsibility of preparing persons to live in the world of the future, characteristics of that world should, to a considerable extent, dictate the goals of education. One thing we can be certain of, if the present is any indication of what we can expect in the future, is that we will live in a world of rapid change. Change demands continuous learning and adaptation. It also produces stress, with which we have to be able to cope. As Carl Rogers (1969, p. 304) said:

> In the world which is already upon us, the aim of education must be to develop individuals who are open to change. Only such persons can constructively meet the perplexities of a world in which problems spawn much faster than their answers. The goals of education must be to develop a society in which people can live more comfortably with _change_ than with _rigidity_. In the coming world the capacity to face the new appropriately is more important than the ability to know and repeat the old.

According to Rogers (1967), then, "Learning how to learn, involvement in a process of change--these become the primary aims of an education fit for the present world. There must evolve individuals who are capable of intelligent, informed, discriminating, adaptive, effective involvement in a process of change." John Gardner (1962, p. 143) stated that our schools "must equip the individuals for a never-ending process of learning; they must guide his mind and spirit for the constant reshaping and reexamination of himself." He said also (1963, p. 26) that "a broad and firm base for a lifetime of learning and growth will equip man to cope with unforeseen challenges and to survive as a versatile individual in an unpredictable world. Individuals so educated will keep the society itself flexible, adaptive, and innovative."

Paul Torrance (1965) devoted considerable space to the importance of developing coping strategies involved in "encountering something new or not yet mastered (a novel situation, and obstacle, a conflict, etc.). He referred to Murphy's studies which indicate that creativity in coping will probably be found to involve different constellations of factors such as (p. 197-198):

1. Range of observation.
2. Discrimination in observation (unusual details).
3. Range of freedom to explore, manipulate, experiment.
4. Range of techniques with people.
5. Wide affective-cognitive range (ability to use and shift between secondary and primary processes and shades in between).
6. Freedom from excessive dependence on assumed limits or demands.
7. Large number of ideas.
8. Originality of ideas.
9. Constructiveness with materials (tendency to combine, integrate).
10. Capacity to integrate fantasy and impulse from within with opportunities in the external situations. (Murphy, 1957, p. 4).

Other characteristics listed by Torrance as important in coping with stress were:

1. Risk-taking (because "personality development can take place only through risk-taking and variation" [p. 198]).
2. Sensitivity to problems (because "adaptive action cannot be taken until the individual has recognized that a problem exists or that the situation is dangerous" [p. 350]).
3. Evaluative thinking ("After a person has made accurate discriminations, he must evaluate relationships before he can recognize the seriousness of the situation" [p. 361]).
4. Perceptual foresight and prediction abilities "to see beyond what is happening at the moment and to explore visually several possible courses of action. . . ." [p. 361]).
5. Judgment--"the ability to make wise choices of action in a somewhat ambiguous situation" ("the very essence of coping with stress in making wise choices under conditions of uncertainty, risk, or relative lack of structure" [p. 362]).

6. The ability to learn from experience and avoid past mistakes (to "reduce the number and seriousness of his errors," to "learn when he must summon his more expensive energies in order to succeed, and to "learn to test his limits and those of the situation" [p. 362]).

7. The ability to evaluate one's biases and the influence they might have on one's decisions [p. 363].

THE FULLY FUNCTIONING PERSON

> The fullest possible flowering of human potentiality is the business of education. It is our reason for being. Whatever we decide is the nature of the fully functioning, self-actualizing individual must become at once the goal of education [Combs, 1962, p. 2].

> It would seem that the amount of destructiveness to be found in individuals is proportionate to the amount to which expansiveness of life is curtailed. By this we do not refer to individual frustrations of this or that instinctive desire but to the thwarting of the whole of life, the blockage of spontaneity of the growth and expression of man's sensuous, emotional, and intellectual capacities. Life has an inner dynamism of its own; it tends to grow, to be expressed, to be lived. It seems that if this tendency is thwarted the energy directed toward life undergoes a process of decomposition and changes into energies directed toward destruction. In other words: the drive for life and the drive for destruction are not mutually independent factors but are in a reversed interdependence. The more the drive toward life is thwarted, the stronger is the drive toward destruction; the more life is realized, the less is the strength of destructiveness. Destructiveness is the outcome of unlived life. Those individual and social conditions that make for suppression of life produce the passion for destruction that forms, so to speak, the reservoir from which the particular hostile tendencies--either against others or against oneself--are nourished [Fromm, 1941, pp. 206, 207].

To assist in balanced growth and the development of an integrated, fully functioning personality, education must concern itself with the desiring, willing, seeking, perceiving, doing, creating, evaluating, feeling aspects of behavior as well as with the more common academic activities of memorizing and recalling or reproducing. If the self-actualization theorists are right, failing to provide for the natural growth of the total person will result in a less than adequate personality. Man's cognitive processes alone, no matter how well developed, can be of little service to him and to mankind unless he has learned to manage his feelings and to mobilize his total resources in the pursuit of meaningful, personal goals. If the purpose of education is to assist each person in becoming what it is possible for him to become (self-realization, -actualization), the desired outcomes of education should be stated in terms of the fully functioning, well-integrated, self-renewing personality. We might look to the personality, mental health, and creativity literature for assistance in developing this description.

The following description of the fully functioning person will follow the outline developed in Section I. The distinctions among the four categories are not always clear and there are many complex interrelationships among them, but in attempting to achieve an understanding of how man functions as a total organism, it helps to be aware of the complexity and interrelationships.

The description is based primarily on the works of Erich Fromm, Abraham Maslow, Carl Rogers, Gordon Allport, Marie Jahoda, George Kelly, and Arthur Combs, as well as studies of the creative personality (Barron, 1955, 1957, 1959; Barron and Roe, 1957; Cattell, 1959; Drevdahl, 1956; Stein, 1955; Stein and Heinze, 1960).

Paul Torrance reviewed a number of views of the healthy, self-actualizing personality in his book, Constructive Behavior: Stress, Personality, and Mental Health (1965). Lists of characteristics reported by Torrance (Tyson, 1951; Tindall, 1955), the six aspects of positive mental health proposed by Marie Jahoda (1958, as reported by Torrance), characteristics of the self-actualizing person identified by Maslow (1954, 1962), characteristics of the mature personality proposed by Allport (1961), characteristics of the fully functioning person identified by Rogers (1969), and a composite of characteristics of the creative person are reported in Appendix B.

1. Self

In respect to the self, Fromm (1941, p. 283, 284) said:

> . . . that man can be free and yet not alone, critical and yet not filled with doubts, independent and yet an integral part of mankind. This freedom man can attain by the realization of his self, by being himself. What is realization of

> the self? Idealistic philosophers have believed that self-realization can be achieved by intellectual insight alone. They have insisted upon splitting human personality, so that man's nature may be suppressed and guarded by his reason. The result of this split, however, has been that not only the emotional life of man but also his intellectual faculties have been crippled. Reason, by becoming a guard set to watch its prisoner, nature, has become a prisoner itself; and thus both sides of human personality, reason, and emotion, were crippled. We believe that the realization of the self is accomplished not only by an act of thinking but also by the realization of man's total personality, by the active expression of his emotional and intellectual potentialities. These potentialities are present in everybody; they become real only to the extent which they are expressed. In other words, positive freedom consists in the spontaneous activity of the total, integrated personality.

Arthur W. Combs (1962, pp. 51, 52) stressed the importance of self-concept as a goal of education:

> We are beginning to discover that the kind of self concepts an individual possesses determines, in large measure, whether he is maladjusted or well adjusted. For example, it is not the people who see themselves as liked, wanted, acceptable, worthy, and able who constitute our major problems. Such people usually get along fine in our culture and make important contributions both to themselves and to the societies in which they live. It is the people who see themselves as unliked, unwanted, unworthy, unimportant or unable who fill our jails, our mental hospitals and our institutions.

Combs (pp. 52, 53) said also that persons with a positive view of self have "a tremendous advantage in dealing with life." They:

1. feel a higher degree of respect for their own individuality and uniqueness.
2. are less disturbed or upset by criticism.
3. can remain stable in the midst of stress and strain.
4. trust themselves and their impulses.
5. can utilize themselves as trustworthy, reliable instruments for accomplishing their purposes.
6. have less doubts and hesitation about themselves.
7. are free to pay much more attention to events outside the self, are more open to experience.

8. can deal with problems more objectively and more decisively.
9. can afford to behave unselfishly because the self is already basically tulfilled.
10. can be effective without worrying about conformity or non-conformity.
11. can risk taking chances; they do not have to be afraid of what is new and different.
12. can be creative, original, and spontaneous.
13. can afford to be generous, to give of themselves freely or to become personally involved in events.
14. have a greater tolerance of ambiguity.
15. have a more accurate conception of self, and can and do set more realistic goals for themselves.
16. can permit themselves to be what they are while working to become the best they can be.

We must realize that as educators we are dealing with personalities in the process of becoming. Identification and realization of the self is the prime goal of the student. Everything else is secondary. Supporting the individual in this quest should be the prime goal of education.

The terms self-actualizing (as opposed to self-actualized) and fully functioning are used because it is assumed that a man's potentialities are never completely realized. If he continues to grow and develop, he is always in a state of becoming. Such a person:

1. is open to his own feelings, able to live fully in the moment, fully aware of his experience and reations.
2. is accurate in his self-perception and self-understanding.
3. has a well-developed sense of identity, clarity of self-image, and good self-insight.
4. is self-accepting, with full realization of his limitations and imperfections.
5. shows self-respect and self-esteem, recognizing his uniqueness and worth as an individual.

6. is able to be himself, does not feel compelled to wear a mask or pretend to be something he is not.
7. is comfortable with his role identification, being himself but adapting to the requirements of his various roles (vocational, family, friends, etc.).
8. appreciates and enjoys the process of becoming his potentialities.

Other aspects of the self or of effective functioning will be discussed in the following sections. Self-direction and self-control; personal organizing systems; personal adjustment; achievement, interest, and expression; and personal skills and abilities are treated as sub-categories of the general self category. The self is further elaborated in succeeding sections, however, in transactions with others, the man-made world, and nature.

1.1 Locus of Control

The self-actualizing person is his own master. His behavior and thinking are characterized not by dependence or couterdependence but by independence and interdependence. He:

1. is independent in thinking and judgment but is open to information from all sources.
2. trusts his own intuition, judgment, and decisions.
3. is responsive to his own needs but considerate of the needs of others and the requirements of the situation.
4. is aware of the extent to which he is a product of his own culture and subject to group pressure, but is free to depart from group or cultural norms or biases that conflict with his own perceptions, values, or beliefs.
5. is not subservient to authority and questions expert or authoritative opinion.
6. does not fear being different.
7. accepts feedback from others but relies on his own evaluation of the evidence.
8. openly expresses his feelings and convictions but with consideration and respect for the feelings and convictions of others.

9. shows self-discipline and self-control.

10. is able to postpone rewards or delay satisfaction in the interest of long-term goals.

11. exercises good judgment and moderation, except where the situation requires excessive effort or attention.

12. shows self-confidence, self-sufficiency, and initiative.

13. is able to be alone with his own thoughts and creative pursuits.

1.2 Personal Organizing Systems

> If we examine a person's philosophy closely, we find outselves staring at the person himself [Kelly, 1955, p. 16].

George Kelly's Psychology of Personal Constructs (1955) is based on the thesis that man develops a personal way of viewing the world, his own system of constructs, that he imposes as a template on his world of experience. His thinking and perception are channelled by these constructs, limiting his access to ideas from others. "One does not learn certain things merely from the nature of the stimuli which play upon him; he learns only what his framework is designed to permit him to see in the stimuli [p. 79]." "It is not what happens around him that makes a man experienced; it is the successive construing and reconstruing of what happens, as it happens, that enriches the experience of his life [p. 73]."

Although Kelly rejected "the classical threefold division of psychology into cognition, affection, and conation," he considered man's constructs to be as much emotional and conative as intellectual. The primary purpose of the constructs is that they allow man to interpret present experience and to predict the future. They not only have personal meaning, but they are absolutely essential to the person who owns them. According to Combs (1962, p. 199):

> We are beginning to see that, unless behavior has changed, one has not really learned. It is becoming more and more

> clear that the key to effective behavioral change is an individual's personal discovery of meaning. It is values, beliefs, and personal meanings which affect behavior most markedly. People without beliefs, values and convictions cannot be counted upon in a society whose very survival depends on active, responsible and trustworthy people.

All this has many implications for education. We cannot expect another person to readily comprehend and accept the insight and understandings we would like to pass on to him. They have to fit within his construct system, or he has to develop the constructs, the frame of reference that will allow him to reconstrue that portion of the world in the way we would like him to. This means that it is difficult to teach another person to adopt our beliefs, values, and convictions. It would be more fruitful, and more humane, to provide the opportunity and the support for the other person to develop and learn to critically examine his own constructs. The way in which he does so will determine the extent to which his constructs serve him or enslave him. George Kelly (pp. 21, 22) said that:

> Ultimately a man sets the measure of his own freedom and his own bondage by the level at which he chooses to establish his convictions. The man who orders his life in terms of many special and inflexible convictions about temporary matters makes himself the victim of circumstances. Each little prior conviction that is not open to review is a hostage he gives to fortune; it determines whether the events of tomorrow will bring happiness or misery. The man whose prior convictions encompass a broad perspective, and are cast in terms of principles rather than rules has a much better chance of discovering those alternatives which will lead eventually to his emancipation.

It is essential that each person construct a well-developed system of beliefs, values, ethics, ideas, etc. (See Table 2 in "Toward A Definition of Affect"), for the regulation of his life. He requires a unifying outlook, a philosophy of life to provide stability and meaning. Ultimately most men must come to grips with life's great questions and find purpose and meaning in existence and acceptance of the inevitable. The mature person is able to transcend the trivialities and frustrations of daily life and achieve a sense of unity not only with mankind but with nature and the universe.

1.3 Personal Adjustment, Achievement, Interest, and Expression

The distinction between this category and the following section on Personal Skills and Abilities is not clearcut. Both are concerned with processes, but the processes in this section are more nearly ends in themselves, sometimes states of being, whereas the processes in the following section are more usually means to other ends. The two sections are very much interdependent, although the skills and abilities are more often tools serving the processes included in this section.

1.3a Health

This is a very general category, which includes both physical and emotional health. It involves taking proper care of oneself so that one can be healthy in mind and body. The healthy person:

1. leads a balanced, orderly life but with variety in actively and multiple interests.
2. maintains an integrated personality, coordinating needs and goal-seeking behavior.
3. is able to experience his emotions but is not controlled by them.
4. has relative freedom from fear, anxiety, and tension.
5. has a good, unhostile sense of humor--the ability to laugh at himself.
6. has active, genuine interests in some significant spheres of human behavior--work, study, family, hobbies, etc.
7. maintains effective relations with others, particularly those close to him.
8. engages in sufficient physical activity to maintain a healthy body.

9. attends to both physical and mental growth and development.
10. possesses energy, zest, and spontaneity.
11. has a sense of well-being, an inner feeling of contentment, health and inner peace.

This description is not complete, of course. The healthy person is the fully functioning person, which means that the characteristics mentioned in preceeding and following sections would also apply to this category. The healthy person has a good self-concept, self-control, and self-determination, well-developed organizing systems, and is creative, able to cope with change, etc.

1.3b Creativity

Here again we have the problem that descriptions of the creative person are very similar to descriptions of the fully functioning or healthy person, which would imply that healthy, fully functioning persons are more likely to be creative (See Appendix B). A person must be free to risk, to take a chance, if he is to be creative. Creativity involves departure from traditional or accepted ways, trying something new and different. A person must, then, be in a climate that supports non-conformity and exploration or have the ego strength to withstand the pressures to conform if he is to be creative.

Studies of creative persons show that they have all the characteristics discussed thus far. They are self-accepting, more open to the irrational in themselves, self-determining and independent, non-conforming, and have a flexible and adaptable system of constructs. In addition, the creative person:

1. is adventurous, resourceful, and willing to take a chance.
2. is attracted to disorder and has a preference for complexity.
3. has a high tolerance for ambiguity.

4. resists closure on a problem until he has explored many alternatives (usually until it has had time to incubate), but has a strong need for ultimate closure.
5. has an attitude of constructive discontent--is constantly looking for ways in which things might be improved.
6. has a creative imagination.
7. demonstrates a creative approach to life in general, the ability to identify fresh solutions to life's daily problems.
8. is sensitive, perceptive, and trusts his feelings and intuition.

Creativity is very important in coping with change or adversity. The creative person, in fact, seeks variety. He also finds great personal satisfaction in creative work and achievement, and is aesthetically sensitive. He has a highly developed sense of perception, necessary to allow him to see things in new, fresh, or different ways. Problem solving and creativity are very close, of course, if problem solving is defined to include sensitivity to problems and exploration of alternatives. The only difference, perhaps, is the inclusion of the incubation and illumination phases in the creative process. The creative person is perhaps more willing to trust his intuition. The two are often combined, however, in "creative problem solving."

1.3c Coping with Change, Adversity

This category was discussed extensively in the preceeding section on Learning and Adaptation. Here again, the ability to cope or adapt shares many characteristics with other categories listed. Effective coping requires self-confidence, emotional stability, initiative, resourcefulness, creativity, etc. The person who is effective in coping or adapting:

1. is very much in tune with reality, accepts those things which he cannot change and focuses on those which he can.
2. pays primary attention to the present, does not escape into the past or the future.

3. is able to maintain a focus on long-range goals and satisfactions necessary to endure present hardship conditions.

4. has the emotional stability and self-confidence to tolerate frustration and to persevere in the face of difficulties, obstacles, or stress.

5. is able to perceive alternative solutions to problems that face him.

6. is flexible, adaptable, and versatile in the use of coping strategies.

7. is able to learn from his own mistakes or failures.

This description focuses more on the aversive aspects of change or on obstacles to the achievement of personal goals or satisfactions. As mentioned earlier, however, the healthy, creative person welcomes change and seeks variety. He becomes bored with sterile or monotonous routine. Adaptation in this sense is characterized more by the desire for change or variety than by avoidance of something threatening or unpleasant.

1.3d Productiveness, Work, Accomplishment

A healthy self-concept requires a perception of oneself as someone who is competent and productive in some meaningful field of endeavor. A person's work is very important to him. If he is not able or allowed to achieve a personal satisfaction of accomplishment in his work, he will seek accomplishment in outside activities--hobbies, sports, social service, church, etc. A person who is not able to do so is not likely to be psychologically healthy. The person who is satisfying this need:

1. shows pride in his achievements and a desire to excel.

2. is motivated, industrious, energetic, and committed to his work.

3. has the capacity and the tendency to lose himself in a meaningful task.

237

4. welcomes difficult, challenging tasks, which he undertakes with determination, diligence, persistence, and perseverance.

1.3e Leisure Time

Effective use of leisure time is closely related to mental health, in that a person who is unable to make effective use of his leisure time is not leading a balanced life and is not as likely to be healthy as a person who is able to. The person who is making effective use of leisure time:

1. is able to set his work aside, relax and enjoy himself in outside, meaningful activities.
2. is able to play.
3. has the interest necessary to sustain involvement in non-work activities without boredom.
4. has a variety of interests.

1.3f Aesthetic Appreciation, Expression

Aesthetic sensitivity is closely related to mental health and creativity, in that a person must be in touch with and able to experience and appreciate his deep emotional feelings. Maslow has dealt with this characteristic more than any of the other authors cited. The self-actualizing person, according to his description is more spontaneous, more willing to experience, more in touch with his feelings, and has a higher frequency of peak experiences--an experience in which the person is completely caught up in the intensity, enjoyment, richness, and almost mystical quality of his feelings.

Aesthetic appreciation requires a transcendance of self and an identification with the aesthetic object, whether it be a creation of man or of nature. Aesthetic expression occurs when a person is absorbed by the aesthetic quality of his own creation, by the process of creation itself.

1.4 Personal Skills and Abilities

1.4a Perception and Awareness

The intimate relationship between perception and a person's self-concept and organizing systems (beliefs, values, goals, ideals, expectations, etc.) has been mentioned before. A person's perceptions are determined by the frame of reference he imposes on the stimuli available to him, and by his needs and expectations. The more restricted and inflexible the person's constructs and the greater his needs, the more constricted his perceptions.

A person attends to those stimuli that have value or meaning for him, and ignores or remains unaware of the remaining stimuli. The perceptual data are incorporated, organized, and if necessary modified or distorted to fit the person's needs, expectations, self-concept, and view of the world. They acquire personal meaning and value based on how well they fit and support the person's view of self and the world or to the extent that they are able to force him to question and perhaps to modify this view. They assume value to the person to the extent that they satisfy needs or contribute to the achievement of goals. Questioning or denying a person's perceptions, therefore, often amounts to challenging his image of himself or the validity of the systems by which he organizes and makes sense of the world.

A person's behavior is determined largely by his perceptions, the way in which he interprets or assigns meaning to events. His behavior is appropriate to the world as he perceives it, therefore, not necessarily to the world as it really is.

These understandings are essential if we are in the business of assisting others in learning, growth, and development. The focus should be on what the other person needs and is able to learn, not on what we would like to teach. We must realize as Combs and Snygg (1959, p. 149) said that:

> To be effective, education must find ways of helping people discover the personal meaning of events for them. Events which do not seem to have any relationship to the self are likely to be ignored if, indeed, they are perceived at all. It is only when events are perceived as having some relationship to self that behavior is changed as a result of perceiving.

Helping a person increase his awareness and the sensitivity and accuracy of his perceptions should be a goal of education, but it is not a simple task when we realize the interdependence of perception with a person's self-concept and organizing systems. Improving perception may well require attention to self-concept, personal needs and goals, and beliefs, values, expectations, etc.

The perceptive person:

1. is open to both inner and outer experience and able to respond spontaneously.
2. actively seeks to sense, as accurately as possible, the existential situation within and without.
3. is accurate in his perceptions--does not bend reality to fit his needs and fantasies.
4. demonstrates the ability to understand what things mean, to penetrate to the core of a concept or event and see its relationships and implications.
5. is intuitive and visionary, recognizes that the subjective data from his total organism may be more accurate than the data from apparent objective reality.

1.4b Learning

Learning has been discussed previously in the section on Learning and Adaptation, with particular respect to the need to learn how to learn to keep pace with a rapidly changing world. Learning is not something done in school; learning is a necessary part of living, and should be treated as such. The goal of education, therefore, should be to help persons learn how to learn in a way that will serve their continuing needs outside the classroom, not to learn in a constricted and unnatural way to meet someone else's needs. The effective learner:

1. is curious, has an inquiring mind.
2. likes to think, is speculative.
3. has a continuing desire for understanding and an interest in current problems.
4. has a breadth of interest.
5. is open-minded, receptive to others' ideas.
6. questions both information and the source of information.
7. examines and evaluates new information in respect to its relationships to other information and its usefulness.
8. assumes the responsibility for his own learning, identifying goals, strategies, and resources.
9. is able to make effective use of available resources.
10. is able to assess his learning progress.
11. shows initiative and perseverance in learning activities.
12. is able to profit from experience and to learn from his mistakes.

1.4c Problem Solving and Decision Making

Problem solving and decision making are essential living skills, for adapting to change, coping with stress or adversity, and for the achievement of goals. We are constantly confronted with problems that need to be solved or decisions, choices among alternatives, that need to be made. A person who is an effective problem-solver and decision-maker:

1. is sensitive to problems; able to anticipate problems or identify them when they first appear.
2. has effective problem-solving skills--the ability to identify, collect, organize, and evaluate relevent data; to identify and evaluate alternative solutions; to implement the solution selected; and to follow through, testing the effectiveness of the solution.
3. has the motivation and perseverance necessary to master a problem.
4. is able to anticipate and weigh the consequences of alternative decisions.

241

1.4d Goal-setting and Goal-seeking

Goals were included among the organizing systems discussed earlier, because a person's goals constitute a complex and elaborate system which direct and control the vast majority of his activities. Man is not driven by instincts, he responds to goals, most of which he has formulated himself. Goal-setting and goal-seeking are conscious, useful, and necessary skills, however, which is why they are included in this section. A person who is effective in this area:

1. is able to make his own decisions about goals that are important and meaningful to him, does not rely on others to establish goals for him.
2. is able to set realistic goals, based on a clear perception of his limitations and capabilities and the reality of his situation.
3. is able to set long-range goals and to establish enroute objectives or mileposts.
4. is able to identify and evaluate alternative approaches to the achievement of his goals.
5. is able to identify and mobilize the resources available to him in the achievement of goals.
6. is able to assess his own progress.
7. is able to persevere in the face of obstacles or setbacks.
8. is able to abandon goals that cannot be achieved or goals that are not worth the expenditure of the required time or effort.
9. remains flexible and open to modifying his goals if through maturity or experience he discovers new goals that are more meaningful or important.

1.4d Communication

Communcation as a skill has received little attention in the mental health or creativity literature, although communication as a part of effectively relating to others is considered essential and will be treated in the next section.

Communication concerned with receiving is closely related to many of the characteristics we have discussed previously--self-concept, openness to ideas, perception, etc. It also involves a willingness to try to understand another person's point of view or way of looking at the world, or perhaps even his unspoken needs and goals.

Communication associated with transmission involves much more than organization of thoughts, clarity of speech or writing, conciseness, etc., all of which have been spelled out in detail for communcation's courses. It requires a sensitivity to the needs, construct system, level of comprehension, and receptivity of the receiver. If the other person hasn't received, you haven't communicated.

An area that is sadly neglected is that of nonverbal communication. Most really significant communication between people involves feelings, not ideas, and is nonverbal. We listen as much to the unspoken message as to the words we hear in most communication with persons who are important to us. Even with persons who are not important to us we have an inner ear tuned to nonverbal communication of sincerity, dependability, frankness, etc. We are constantly alert to the possibility of incongruence between what one means and what one says.

Although we constantly rely on nonverbal feedback from others, we very often are not aware of the nonverbal messages we transmit, and other persons seldom give us this feedback verbally. We can increase our sensitivity to others' reactions, and in this way infer what has been communicated.

Most of us have difficulty communicating feelings verbally. We frequently become embarrassed when we have to do so, or when others verbalize their feelings to us, particularly warm, positive feelings (at least in this culture). It is usually much easier to verbalize negative feelings, unfortunately.

Lack of congruence can occur between what we really feel and what we admit to ourselves we feel, or it can occur between what we know we feel and what we verbally communicate to others. We sometimes close off, or attempt to close off, communications with our own feelings. If our self-image requires that we not have certain feelings, such as hostility, fear, etc., we may deny their existence, refuse to recognize them in ourselves. But more often, we try to prevent others from knowing our feelings, failing to realize that it is difficult, sometimes impossible, to keep from communicating feelings nonverbally.

This lack of congruence creates a barrier between persons, making trust and effective communication difficult. Congruence between nonverbal and verbal communication is thus important for effective relations with others.

2. Others

Four subcategories are included in this section, beginning with the general category of Interpersonal Effectiveness, which is a necessary component of all three succeeding categories--Family Relationships and Responsibilities; Intercultural, Pluralistic Society, Understanding and Acceptance; and Social Responsibility.

2.1 Interpersonal Effectiveness

> The necessity to unite with other living beings, to be related to them, is an imperative need on the fulfillment of which man's sanity depends. This need is behind all phenomena which constitute the whole gamut of ultimate human relations, of all passions which are called love in the broadest sense of the word [Fromm, 1955, p. 36].

> Modern man's feeling of isolation and powerlessness is increased still further by the character which all his human relationships have assumed. The concrete relationships of one individual to another has lost its direct and human character and has assumed a spirit of manipulation and instrumentality [Fromm, 1941, pp. 138, 139].

The reciprocal and interdependent relationship between self-concept and relations with others prevents a clear separation of the two areas. (See Appendix C for a comparison of the open and closed systems of human relating, from Wight, 1970.) A person's experiences with significant others, particularly their communicated perceptions and expectations of him, determine in large measure his view of himself, which in turn determines the way he behaves. If a person's past relations with others have allowed him to achieve positive self-regard, he will be able to be more free, open, trusting, and spontaneous in his present and future relations with others, whereas if he has developed a negative self-concept, he will have to be more guarded and less trusting, to build walls to protect himself against possible hurt or humiliation. Unfortunately, our expectations of the way in which others will treat us probably will be met. Thus, whatever a person's self-concept, it is likely to be reinforced by his relations with others.

Perhaps the greatest disservice we do to students, and ultimately to the world, is to throw them into competition with one another in school. It not only is essential that people learn to work together effectively and harmoniously, but it is important that we learn to relate to one another as human beings, to recognize and meet another person's needs for support, acceptance, and affection, and while doing so, to satisfy our own human needs. A person who is interpersonally effective:

1. communicates a genuine interest in others; likes people, seeks contact with others.
2. is perceptive regarding his effect on others and their effect on him.
3. has the ability to be open, accessible to others--does not build a wall to protect himself.

4. has the ability to trust others and to gain their trust.

5. communicates a basic faith in human nature, an assumption that people are fundamentally honest, trustworthy, and dependable.

6. has the ability to risk, to share his true feelings, beliefs, values, opinions, ideas, etc., when by doing so he might be vulnerable to criticism or subject to rejection.

7. presents congruence between what he feels and what he says; is authentic, genuine, honest, sincere, and straightforward in his relationships.

8. demonstrates loyalty and dependability.

9. communicates genuine, warm acceptance, non-possessive and undemanding, to those around him, as opposed to demanding, possessive acceptance or a reserved, impersonal, unfriendly, or hostile attitude.

10. is able to establish close, mutually growth-producing relationships with a few persons and effective, even though not close, relations with most other persons.

11. has the capacity for affection--the ability to love others and to accept love and support from others.

12. is able to relax and enjoy the company of others.

13. communicates an appreciation of the uniqueness and intrinsic value of each individual (including himself).

14. communicates respect and appreciation for individual differences, for beliefs, values, opinions, and ideas different from his own.

15. encourages others to think for themselves, supports creativity; does not demand conformity to his standards, beliefs, values, etc.

16. is open, receptive, and interested in the ideas, opinions, feelings, and reactions of others.

17. is able to accept constructive feedback or criticism without reacting defensively, becoming hostile, or withdrawing.

18. is empathically sensitive and responsive to the needs and feelings of others, reacts appropriately to the mood and content of another person's communications--verbal and nonverbal.

19. demonstrates genuine concern for the welfare, learning, growth, and development of others.

20. is able to provide constructive criticism, meaningful feedback, support, and encouragement to another person.

21. is able to relate and work well with a wide variety of personalities.

22. is able to listen to others but to state his own position without becoming hostile or defensive.

23. is able to handle conflicting situations effectively, maintaining a problem-solving orientation, not allowing the situation to deteriorate into an attack on personalities.

24. is able to absorb hostility without becoming hostile in return or rejecting the other person; listens, attempts to understand what the other person is saying and why he is saying it; does not bear a grudge, is not vindictive.

25. is able to work cooperatively with others; is non-competitive, has no need to exert power or control over others, and low need for status, recognition, or reward.

26. is able to work effectively as a member of a group, performing appropriate roles as needed for maintenance of the group or accomplishment of the task.

2.2 Family Relationships and Responsibilities

The ability to establish close, supportive, growth-producing family relationships is essential if we recognize the effect the family very probably has on the formation of a child's personality in the very early years of his development. What has been said about interpersonal effectiveness applies within the family as well, but it is sometimes much more difficult to apply what one knows with one's own family. At some time in their lives, all children have to separate from their parents to establish their own individuality and identity. Peer pressure often forces the child to reject the values and beliefs of his parents. The separation and rejection can be a painful experience for all involved, and sometimes produces hurt or resentment that is never overcome.

The rebellion and testing of limits in very early years is not so painful for the parent. If it is handled with understanding and acceptance at this time, the chances are it will not be so severe or painful later. If it is handled with stronger and stricter control, and particularly with rejection by the parent, the necessary separation in later years can be expected to be a painful experience. Some parents never overcome their desire to control the child (no matter how old), and some children never overcome their resentment.

Parents or prospective parents should learn to provide a climate of safety, support, freedom, trust, and love within the family unit. Within such a climate, the probability is much greater that the children will develop a healthy self-concept and effective relations with others, including their own family.

This is not meant to imply, however, that the burden or responsibility should be placed wholly on the parents, or that they should accept the total blame if a child rejects them, their values, beliefs, standards, and way of life. Peer pressure, or an individual's search for his own identity, is sometimes stronger than family ties. Often the separation is more to overcome one's own feelings of dependence than to escape from a restricting or unpleasant family environment.

If the child can learn to relate to others effectively and to work cooperatively with others in school, he might be able to apply what he has learned with his own family. If he develops an understanding of his own needs for both individuality and affiliation, he may understand the ambivalence he feels toward his own parents. If he has the opportunity to work with others in a variety of activities, he will learn to cope with pressures for conformity and his own needs for acceptance. Beliefs, values, goals, ideals, etc., that he develops (his organizing systems) will more likely be his own, not imposed on him by his parents or forced on him by peer pressure.

His eventual separation from his parents is then more likely to be on the basis of intelligent, rational decisions, with mutual respect and acceptance. He should also be better prepared to enter into a marital relationship based on genuine affection and respect for his partner, and with full understanding of his responsibilities. With the understanding he has achieved, his children would have a better chance of growing up in a family atmosphere conducive to effective growth and development.

2.3 Intercultural Understanding and Awareness

Everything that was said about interpersonal effectivenss applies to relations between persons from other religions, cultures, races, or ethnic backgrounds. If we could relate to one another in the way described, we would have few if any intercultural problems.

The difficulties we have relating to others are magnified when cultural differences are imposed on the interaction. We tend to be even more certain that our way of viewing the world and our way of behaving is right if these are held in common with the group with which we identify. There is little or no question that we are right and that those who don't agree or who do things differently are wrong. We too often react with total rejection, and with amusement, hostility, or indignation.

It is essential that a person become aware of the fact that he is a product of his own culture and that one culture is as right as another. It isn't a question of right or wrong. Respect and appreciation for differences applies to cultures as well as to persons. A pluralistic society should be more interesting and exciting, and should provide a richer pool of resources and alternatives to draw upon for the solution of problems or adaptation to changing conditions. We need to learn not just to tolerate but to appreciate difference.

A more deep-seated problem, because it is less amenable to rational intervention, is that of prejudice. In our need for affiliation and acceptance, we seek identification with a group, and too often achieve group identity through definition of differences with outside groups rather than common goals and needs within the group. Finding a common enemy or outside threat is the most effective way of achieving group cohesion and insuring our own acceptance of the group, which we so desperately need.

When we identify with a group we have the tendency to assume that our group is better than other groups, that other groups are inferior. Our relations with members of the other groups are influenced by this assumption. We cannot help communicating our feelings of superiority, through condescension, arrogance, and the like and we seek evidence of inferiority to support our beliefs. From the earlier discussion of perception, it should be obvious that our expectations are more often than not reinforced by our perceptions. The less secure we are in our self-concept and acceptance, the more important the group identification and supporting perceptions.

Outside groups are easy to distinguish if physical characteristics, color, language, dress, etc., are different. These are the most likely groups to be set up as threatening and inferior, in relation to which we can establish our identity and superiority. These groups must not only be rejected; they must be controlled. If we are secure enough in the superiority of our group, however, we can then be protective and paternalistic, which is equally degrading.

A group (just as an individual) that is subjected to continuous treatment as inferior may come to view itself as inferior. If it becomes necessary for members of a group to reject their own values, customs, and beliefs to survive in a dominant culture, this very probably will be done, but very often with resulting feelings of resentment toward both the dominant culture and their own, and feelings of inferiority, lack of worth, and less of identity. To reestablish a feeling of identity and worth, it may be necessary to reject the dominant culture completely before being able to reestablish a relationship based on equality and mutuality.

The attitudes, beliefs, and feelings of prejudice are not developed rationally, although rational arguments may be developed in their support. They are incorporated unconsciously. As a result, a person's feelings and behavior are not based on rational decisions, and their validity more often than not will not be questioned. Questioning their validity will pose a threat to a person's self-concept and identity. Rational arguments, therefore, are not often effective in achieving change in the attitudes, beliefs, feelings, or behavior of prejudice.

The development of positive self-regard, independence, and security in the ability to establish effective relations with others should reduce the need for group identity and acceptance and free a person to examine the validity and utility of his own prejudices. Experiences in groups, examining the processes through which groups form, the processes through which group identity is established, and the dynamics of intergroup relations, would help a person understand the nature of prejudice. Experiences in working closely with persons from other cultures would help the individual understand that fundamentally people are very much alike--the same basic needs, feelings, and life goals. Through these kinds of experiences and understandings, a person is able to achieve a personal identity with mankind as a whole, transcending differences of race, culture, nationality, etc., but with pride in his own cultural inheritance.

2.4 Social Responsibility

It is generally agreed by philosophers and social scientists that man is a social being, that interdependence among men requires that he develop and participate effectively in a social system. Fromm made the point, however, that a society can be unhealthy, and is to the extent that it inhibits the development of an individual's potentialities. Education's task is not just to develop a sense of responsibility to society, but also the motivation and skills to alter society, in the direction of increased responsiveness to the needs of the individual and respect for his uniqueness.

If the authors quoted in this paper are correct, a focus on the development of more adequate, mature personalities should result in a decrease in the many social ills--crime, delinquency, mental health, poverty, hunger, discrimination, etc. Most of these problems are increasing, and we see new problems--rapidly changing values, the generation gap, increased alienation, and widespread use of drugs. We not only need improved problem-solving skills, we need healthier, more mature personalities, if these problems are to be solved.

3. The Man-Made World

Fromm (1941, p. 138) commented that "although man has reached a remarkable degree of mastery over nature, society is not in control of the very forces it has created." He said that:

> Man has built his world: he has built factories and houses, he produces cars and clothes, he grows grain and fruit. But he has become estranged from the product of his own hands, he is not really the master any more of the world he has built; on the contrary, this man-made world has become his master, before whom he bows down, whom he tries to placate or to manipulate as best he can . . . . He seems to be driven by self-interest, but in reality his total self with all its concrete potentialities has become an instrument for the purposes of the very machine his hands have built. He keeps up the illusion of being the center of the world, and yet he is pervaded by an intense sense of insignificance and powerlessness . . . ."

This is particularly true with the advent of the computer and nuclear bomb and the awesome possibilities they offer for control or destruction of man. We see, too, an increasing realization that science and technology must begin to assume more responsibility for the social and ecological consequences of their creations.

Another aspect of a person's relation to the man-made world needs to be considered. His image of himself, his goals and aspirations and his identification with mankind as a whole are dependent to a great extent on his identification with, appreciation for, and understanding of man's ideas and achievements. The focus should still be on the present and future, but building on past achievements and mistakes.

4. Nature

Fromm concluded that man's anxiety is due in large measure to his separation from nature (1955, p. 31):

> Man's evolution is based on the fact that he has lost his original home, nature--and that he can never return to it, can never become an animal again . . . . The problem of man's existence, then, is unique in the whole of nature; he has fallen out of nature, as it were, and is still in it; he is partly divine, partly animal; partly infinite, partly finite. The necessity to find ever-new solutions for the contradictions in his existence, to find ever-higher forms of unity with nature, his fellow men and himself, is the source of all psychic forces which motivate man, of all his passions, affects and anxieties.

With the too recent realization that man's irresponsible disregard for nature may result in the destruction of most if not all life on earth, the depletion of natural resources, and the obliteration of natural beauty, man's relation to nature has demanded increased attention. With the awareness of the growing pollution, man has come to place higher value on clean water and fresh air. With choice farmland being eaten away by cities and the realization that water, minerals, oil, natural gas, and forests are not inexhaustible, there is a growing concern for conservation of resources. With the awareness that the natural world is shrinking and may be destroyed, a growing number of persons are seeking ways of insuring its preservation.

Increasing emphasis in education is being placed on developing this awareness and concern and the motivation to solve the problems of environment and ecology. It is recognized that transmission of facts alone will not achieve these objectives. Living in harmony with nature must become a personal value and objective of each individual.

As mentioned earlier, it would appear that an important aspect of self-realization is the establishment of identity or unity with nature. Much of man's highest form of enjoyment is found in his experiences with and appreciation of the beauty of nature. The peak experiences discussed by Maslow very often involve an intense encounter with nature. A person's educational experiences should enable him to discover or rediscover his place in nature and the realization that any separation is very probably artificial and quite possibly destructive.

THE NEXT STEP

This paper was written as a resource and hopefully to stimulate an interest in the development of educational goals in areas that may be far more important than the cognitive skills or subject matter mastery found in typical objectives. Ideally, each school would develop its own goals and objectives, based on the perceived needs and priorities established by the school staff, students, parents, and other members of the community.

Once general goals are established, they have to be clarified and expanded through more specific objectives, appropriate for age and possibly grade level.* Once objectives are developed, it will be necessary to re-examine the curriculum, teaching strategies, and classroom climate, to determine whether they are conducive to the achievement of such objectives as those discussed herein.

Most probably, change will be required in all three. Change is difficult, it requires work, and always meets resistance, but if these goals and objectives are considered important the change will have to be made.

It is not necessary, as some persons seem to think, to develop new curriculum materials designed specifically to achieve affective outcomes. These outcomes are more a result of how something is taught (or learned) than what is taught. Priorities need to be changed from mastery of subject matter that very likely will soon be obsolete or forgotten to the development of life skills, individual potentialities, and competence and confidence as a person of individual worth.

---

*See Albert R. Wight, "Behavioral Objectives in Perspective," for guidance in developing specific objectives.

APPENDIX A

CATEGORIZATION OF EDUCATIONAL GOALS AND OBJECTIVES FROM VARIOUS SOURCES

The following goals and objectives are from many sources, primarily from the general education goals of a number of states. For the purposes of this paper, these goals and objectives have been classified under four general categories: Self, Others, the Man-Made World, and Nature. Most goals or objectives are listed quite general and are stated in terms of student performance or achievement. Some are stated as goals of the educational system or program.

1. Self

1.0 Self (General)

growing toward self-realization

provide an environment wherein each person can reach his maximum potential as an individual

develop the characteristics of the learner himself which contribute to the full development of his potentialities

develop a sense of esteem and adequacy and to become what he is capable of becoming

all students shall show evidence of a self-concept which recognizes their individual strengths and weaknesses and a realistic understanding of the strengths and weaknesses of others

students shall show evidence of an increasing appreciation of their own abilities without infringing on the rights of others

self-understanding and acceptance: Full education should help every individual acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

foster in each individual a positive image of himself through the development of self-respect, self-discipline, self-analysis, and self-improvement

understand and accept himself--his own worth, potentialities, and limitations education must respond to each person's need to develop a positive self-image within the context of his own heritage and within the larger context of the total society. The development of a positive self-image will enhance the individual's ability to fruitfully determine, understand, and examine his own capacities, interests, and goals

develop an understanding and appreciation of his cultural heritage

acquires knowledge, skills, habits, and attitudes which will enable him to capitalize upon his interests, needs, and capabilities for participating in occupational, social, cultural, and recreational activities, in terms of personal staisfaction and social effectiveness

each child develops an increasing awareness of the demands of his educational, social and vocational environment as well as an increasingly accurate concept of self in relation to these environments

he discovers his own strengths. He continually looks within himself for new strengths and potentialities; he is eager to build his life and his success around these strengths and potentialities

he understands himself. He discovers who he is and where his strengths lie. He knows what is important to him and where he wants to go

to like oneself

to develop an adequate vocabulary for the accurate expression of affective states

to be aware of one's major concerns

to be able to inventory one's thought and feelings

to be aware of one's behavioral patterns

to integrate one's subselves

to accept one's feelings

to be able to differentiate between one's feelings

develops high self-esteem and positive self-concept.

the joy of feeling a sense of accomplishment, of contributing to the welfare of others, of having physical and mental well being, of establishing satisfying friendships

widens and deepens the ability to live more richly

1.1 Locus of Control, Self-Direction, Independence, and Power

shows initiative, self-reliance, and leadership

demonstrates locus of control

increases sense of personal control over behavior consequences

challenges ideas of others

expects success

demonstrates autonomy (independence)

autonomous learner (choose, plan)

demonstrates self-management

initiates activities

demonstrates problem solving

demonstrates the ability to control his own behavior and the ability to make other people see his point-of-view and do what *he* would like them to do. Being able to make his own choices based on good information

to accept responsibility for oneself

character--the educated person gives responsible direction to his own life

a sense of responsibility for the proper direction of his own life and for the welfare of others

possesses the ability to make responsible decisions regarding the use of time

to develop with each individual the motivation and capacity to critically evaluate information from any source

the *confidence of knowing* what is useful, relevant, and meaningful for him

his ability to use his knowledge and understanding to help him do things he wants to do

to see one's own unique response to a particular experience as 'the right answer.'

1.2 Personal Organizing Systems

develop ethical values and principles

development of ethical behavior, personal standards, and moral values

develops a set of personal ethics and values

achieves moral and spiritual values

to assure that the individual student acquires the understanding of ethical and moral questions that will enable him to consider and adopt a set of values which will guide his behavior develops an understanding of personal, moral and ethical values and for the application of such values in life situations

acquires a philosophy based upon human values which are conducive to sound character, ethical and moral behavior, and democratic action

improves in ability to apply ethical values as gained from religion, philosophy, and direct experience to his own decisions and behavior

provide each individual opportunity and encouragement to gain knowledge and experience in the area of the natural sciences, the social sciences, the humanities, and the creative and fine arts so that his personal values and approach to living may be enriched by these experiences

spiritual, personal philosophy of existence, unity

possesses a personal philosophy of his reason for existence

1.3 Personal Adjustment, Achievement, Interests, and Expression

1.3a Health

acquire good health habits and an understanding of the conditions necessary for the maintenance of physical and emotional well-being

to acquire knowledge, attitudes, and self-understanding basic to the development and maintenance of physical and mental health

help each individual acquire good health habits, and an understanding of environmental conditions necessary for the maintenance of mental, physical, and emotional well-being

developing behaviors indicative of growth toward personal mental and physical health.

1. improving in understanding and control of emotional self
2. improving in understanding and control of physical self
3. showing intelligent use of accepted health practices and wise action on health problems
4. making intelligent use of accepted safety practices

values and seeks sound mental and physical health through good nutrition; understands biological processes and functions; understands the effects of drugs, alcohol and tobacco; knows how, when, and where to secure medical services; and understands the emotional and social aspects of human sexuality

the educated person protects his own health and that of his dependents

developing behaviors involved in maintaining physical and mental health and safety in small (face-to-face) group situations maintains health in the home

cares for the health, safety and physical development of the child

demonstrates well-being: an inner feeling of contentment, health, inner peace, and happiness. Not being sick, worried, upset or unhappy

1.3b Creativity

demonstrates creative and critical thinking

education must foster the development of the skills of creative and critical thinking

fostering creativity: full education should give every individual opportunity and encouragement to be creative in one or more fields of endeavor

values and recognizes creativity as a basic human need

he is willing to risk failure--to innovate. He has learned that the pursuit of growth and success presents certain risks. He willingly takes these risks for the sake of his own progress.

to simulate the creative abilities inherent within the individual

demonstrates curiosity, (explores the environment)

learns how to express himself creatively and appreciate the creative expressions of others

quality education should give every child opportunity and encouragement to be creative in one or more fields of endeavor

possesses the knowledge, skill, ability and desire for life-long growth in art areas of his choice

1.3c Coping with Change, Adversity

develop in each individual competence to understand and function in a rapidly changing world

an appreciation of the possibilities for continuing self-development will permit him to pursue his chosen goals to the limits of his capabilities under such changing conditions

possesses a personal value system that enables him to define desirable change on the basis of his understanding of the capacity of man to adjust, to change and the techniques to control change

possesses the attitudes and personal values that enable him to cope with adversity prepare the individual to deal effectively with situations and problems which are new to his experience in ways which encourage him to think and act in an independent, self-fulfilling, and responsible manner

possesses ability to adjust to changing jobs and job requirements

possesses ability to adjust to changes in human relationships brought about by geographic and social mobility

an increasing ability to cope constructively with the demands of these environments

he approaches life with a positive attitude. With his growing sense of personal worth and importance, he sees how problems and conflicts can be managed and solved creatively and with enthusiasm

demonstrates poise and courage in facing problems

1.3d Work, Productiveness, Accomplishment

demonstrates the ability to do things well and to feel that he can do them well

vocational interests--acquire knowledge and understanding of the opportunities available to him in preparation for a productive life, and develop those skills and abilities which will enable him to take full advantage of those opportunities--including a positive attitude toward work and a respect for the dignity of all honorable occupations

an appreciation of the social value of work and of satisfaction in superior workmanship

work--the educated producer knows the satisfaction of good workmanship

possesses pride in workmanship and accomplishment

quality education should help every child understand the opportunities open to him for preparing himself for a productive life and should enable him to take full advantage of these opportunities

possesses an appreciation of work as desirable and necessary

appreciates the value of the occupation of others

a realistic attitude toward the selection of a vocation

vocational productivity: full education should help every individual understand the opportunities open to him for preparing himself for a productive life and should enable him to take full advantage of these opportunities

opportunity to select and prepare for a career of his choice consistent to the optimum degree with his capabilities aptitudes, and desires demonstrates the skills of doing (computation, reading, intellectual, artistic, or physical performance) which produce satisfying participation in worthwhile human activities

the achievement of his career goals by adequate preparation in areas which require competence in vocational and technical skills

developing behaviors indicative of growth toward economic literacy and independence

preparing to make intelligent choice of life-work

more thoughtful and meaningful decisions as to career choice and preparation

the satisfaction of earning a contributing and rewarding place in the economic system

developing vocational competence and realizing economic responsibilities

he is eager to share and apply what he has learned. He is excited by an opportunity to use what he has learned in his own life, or to use it to help a fellow student

understands his abilities and acquires concepts, skills and aptitudes which will enable him to make successful beginnings in areas of business, industry, or any other appropriate field of human endeavor

1.3e Leisure Time

leisure also is a complement to work; it is free time. The worthwhile use of it provides a balance in the culture where many jobs, no matter how necessary, provide little opportunity for creativity and self-expression

help each individual use leisure time constructively, broaden his horizons and interests, and develop his creative talents

enjoying wholesome leisure develops intellectual interests--the educated person has mental resources for the use of leisure

place additional emphasis on the development of those skills and attitudes that will contribute to sound physical and mental health through the pursuit of worthwhile leisure time activities

possesses sufficient skill and interest in an area of activity other than that of his vocational choice to be able to make constructive use of leisure time in some avocational pursuit

is able to participate alone or with others in recreational and leisure time activities recreation--the educated person is participant and spectator in many sports and other pastimes

recognizes recreation as a vital part of human life including participation in recreational activities which provide physical fitness throughout life

uses as a listener, participant, and/or observer one or more of the arts or crafts in recreational and leisure time activity

1.3f Aesthetic, Cultural Appreciation, Expression

develops aesthetic interests--the educated person appreciates beauty

develops in aesthetic and artistic appreciations

possesses an appreciation of the beauty of nature

an inclination to look for beauty in nature and art forms

satisfying aesthetic needs

develops capacities to appreciate literature, art, music, and drama

aesthetic development of the child as both a creator and an enjoyer in the areas such as art, music, literature, drama, the medias, home and the community

to foster and encourage in the individual student an understanding and appreciation of the fine arts and to express himself creatively through them

all students shall, according to their ability and interest, enjoy a variety of experiences in the cultural arts (art, drama, music, literature, etc.). Students shall demonstrate an increasing appreciation for and proficiency in the cultural arts

developing cultural background through reading and participating in various cultural organization and activities

1.4 Personal Skills and Abilities

1.4a Perception

1. perceptual sensitivity
2. seeks and gathers relevant data from many sources and through many experiences--intellectual, physical, social, and sensory
3. ability to understand what things mean
4. to distinguish between one's own unique responses to an experience and the responses of others
5. discriminates between fact and opinion, reason and emotion

1.4b Learning

the first source of the educational purposes must relate to the process by which the individual requires a passion for knowledge and a pleasure in knowing. It is a process which calls for the full development of his conceptual and communicative powers--the technique of analysis, generalization, and invention as well as the skills of communicating ideas and ideals effectively

to encourage and foster in each student a positive attitude toward the school and toward the learning process

the inquiring mind--the educated person has an appetite for learning

motivation to learn: full education should help every child acquire a positive attitude toward school and toward the learning process

develops an inquiring mind as exemplified by a continuing desire for knowledge

he is excited about his education. He is utterly caught up in the adventure of discovery, growth and learning

to generate within each person the attitude that learning is an exciting and desirable experience

to inspire each person to seek and use knowledge independently

developing attitudes and competencies which facilitate learning

developing behaviors indicative of intellectual self-realization

improves study habits, study skills, and other work habits

attitudes toward school:
    a. positive attitudes and behaviors
    b. enthusiasm
    c. low school fearfulness

pursue specialized programs of learning consistent with ability and maturity and the needs of the community

possesses the ability and desire to use effectively the learning resources of the community

each child accepts learning as a life-long continuing process of self-development

the techniques of learning which make discovery of knowledge and wisdom a functional, exciting, and lifelong process

continuing education: full education should help every individual to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout his adult life should be a normal expectation develop in each individual positive attitudes towards the learning process and a realization that education is a lifetime activity

to acquire command of the knowledge, skills, habits, and attitudes essential for effective learning throughout life

enjoy learning, be able to learn by himself, and continue learning throughout life

1.4c Problem Solving

develop in all learners skill in problem solving through observing, listening, speaking, reading, writing, investigating, analyzing, and evaluating

becoming sensitive to, and competent in, the use of logical thinking and problem solving processes

possess the ability to analyze, synthesize, draw conclusions, make decisions and secure information from a wide variety of sources

acquire basic skills for obtaining information, solving problems, and communicating

maintains a continuing interest in current problems and the habit of weighing alternatives and creatively applying them to the solution of these problems

1.4d Goal Setting

help develop and systematically strengthen the pupil's ability to select goals that are meaningful and satisfying to him.

help the pupil select and use those means that are appropriate for achieving his chosen goals

every effort must be made to afford each individual the oppportunity for mastery which he needs to pursue his chosen goals, to the point of program entrance and beyond

possesses an understanding of and respect for himself--his abilities, interests, values, aspirations, limitations and uses this understanding to set personal goals

1.4e Communication

competence of the student in communication with other people through speaking, listening, reading and writing

acquire, to the extent of his individual physical, mental, and emotional capacities, a mastery of the basic skills required to obtain and express ideas through the effective use of words, numbers, and other symbols

sight and hearing--the educated person is skilled in listening and observing possesses an understanding of the structure of language and is able to use this and other skills to communicate feelings, ideas and information

2. Others

2.1 Interpersonal Effectiveness

each person must learn to develop and maintain effective interpersonal relationships

to acquire skills, attitudes, and understanding necessary for effective group action and satisfying human relationships

a high regard for friendly, sincere, cooperative human relationships

as we mature emotionally, our task is to expand the strong concern for self into caring more sensitively and deeply about more and more people

develops desirable relationships, a sense of belonging and caring about others

demonstrates affection: love and friendship that you have for other people and they have for you. Having someone that you look up to.

achievement of adequate horizons of loyalty

recognition of the dignity and worth of the individual

demonstrates the capability of being a worthy person in his relationships with others and with himself

he has a sense of teamwork. He is continually challenged and rewarded. His enthusiasm helps others. He shares. He works cooperatively. Because he is personally fulfilled, he finds it easy to give to others

He is open and free. He is more and more able to take risks, to help other, to expose himself to the possibility of criticism for the sake of growth

each child develops the skills, knowledge and values necessary for responsible citizenship and positive interpersonal relationahips with all segments of society

sustaining friendly contacts with one's friends and with others in small unorganized groups

adopting cultural and social amenities required in contacts with friends and others in small unorganized groups and desirable interpersonal attitudes and skills in precesses needed in such groups

utilizing various kinds of competence needed by members of small organized community groups

possesses a personal value system which maintains individual integrity in group relationships possesses the ability to understand and cope with dissent

Empathy and Caring

1. Openness to Experience
   a. Risking own ideas and feeling in order to learn.
   b. Careful consideration for the ideas of others.
   c. Experimentation with new ideas, activities, people.

2. Acceptance of Others
   a. Valuing others for their strengths and accepting their limitations.
   b. Treating others with respect.
   c. Appreciating the uniqueness of individuals without trying to change them.

3. Friendliness
   a. Responding in supportive ways to others.
   b. Taking the initiative with others.
   c. Spending time with others in an enjoyable way.

4. Sensitivity to Others
   a. Awareness of and concern for the feelings and needs of others.
   b. Exploration of the nature and causes of the feelings of others.
   c. Actions in relationship to the needs of others.

5. Investment of Self in Others
   a. Actively engaging in doing for others in terms of time, energy, feelings, risk, etc.
   b. Maintaining appropriate physical contact.
   c. Struggling with solving problems even though it involves the experiencing of and sharing of negative feelings.

to accept and support the thought and feeling of others in the class

to trust the other individuals in the class

to be able to freely disclose one's thoughts and feeling to others

ability of the child to assume leadership and choose leaders wisely and to work in groups

becoming a good member of work-groups

possesses the ability to identify common goals and to cooperate with others in their attainment

is able to function as a follower, co-worker or a leader in work

growing ability to maintain the relationships imposed by membership in large organizations

Objectives of Human Relationships

a. Respect for Humanity--the educated person puts human relationships first.

b. Friendships--the educated person enjoys a rich, sincere and varied social life.
c. Cooperation--the educated person can work and play with others.
d. Courtesy--the educated person observes the amenities of social behavior.

2.2 Family Relationships, Responsibilities

encourage appreciation of the family as a basic unit of our society through which cultural heritage may be transmitted and moral standards established

appreciate the significance of the family for the individual and society, and the conditions conducive to successful family living

increasing the effectiveness of the family as a basic social institution

each individual will grow in his understanding of and responsiveness to the needs and responsibilities inherent in family life

to develop an individual understanding of family responsibility

develop an understanding of his own role and the roles of others as members of a family, together with a knowledge of the requirements for successful participation in family living

desire to maintain and strengthen family ideals and harmonious family relationships

improving human relationships within the family

learn how to play responsible and satisfying roles in family life

appreciation of the home--the educated person appreciates the family as a social institution

conservation of the home--the educated person conserves family ideals

homemaking--the educated person is skilled in homemaking

democracy in the home--the educated person maintains democratic family relationships

2.3 Intercultural, Pluralistic Society Understanding and Acceptance

he will have to accept the fact that most of the world's population does not speak his language, does not dress as he does or live by his value systems. The individual's pattern of relationships with others from all races, nations and creeds will call for recognition and acceptance of his fellow man at school, at church, at the shopping center, at work, in the neighborhood and in the community

help every individual acquire understanding and appreciation of persons belonging to all social, cultural, and ethnic groups

provide the pupil with experiences in which our culture is studied in relation to other cultures in the world acquire a capacity for forming satisfying relationships with a wide range of people, including those with social and cultural backgrounds different from his own

developing behaviors in small group situations indicative of cultural orientation and integration

possesses the social willingness to live in a racially integrated society

understands and accepts the necessity of avoiding discrimination in employment practices

intergroup acceptance: full education should help every individual acquire understanding and appreciation of person belonging to social, cultural, and ethnic groups different from his own

2.4 Social Responsibility (community, nation, world, mankind)

citizenship and social responsibility

education must assure the development of mature and responsible citizens, with the full sense of social awareness and moral and ethical values needed in a heterogeneous society. It must encourage critical but constructive thinking and responsible involvement in the resolution of the problems of our society

possesses a personal value system which emphasizes concern for one's fellow man

the use of intelligence to improve human living

understands freedom as the right to make choices within the framework of concern for the general welfare

social application of science--the educated citizen measure scientific advance by its contribution to the general welfare

understands and accepts the relationships of rights and responsibilities

develops an understanding of the responsibilites of good citizenship and inspire loyalty and respect for the ideals of our democratic society

develops a patriotic loyalty to American ideals and institutions

is committed to the values defined in the Bill of Rights

accepts the responsibility of preserving the rights and property of other

understands the American heritage and its influence on our lives

evidencing intelligent appreciation and support of democratic goals and principles and of American cultural, social, and political traditions recognizes that every man, unless restricted by his own actions, has the right to participate actively and freely in social, political and economic affairs so long as the rights of others are not violated

possesses an understanding and appreciation of racial, religious and national groups and their contributions to the history and development of our culture

education must assure the development of youth as citizens who have self-respect, respect for others, respect for the law, and good citizenship

Citizenship Education

acquire knowledge of various political systems with emphasis on democratic institutions and the American heritage, and should acquire and continually improve the habits and attitudes that are necessary for responsible citizenship

all students shall demonstrate a knowledge of and appreciation for a democratic form of government

students shall demonstrate an increasing competance to participate in the democratic decision-making process

Citizenship and Social Competence: full education should help every individual acquire the habits and attitudes associated with responsible citizenship and acceptance of his role in society

develop an appreciation of the rights, privileges, and obligations of citizens in a representative democracy, including respect for themselves as well as others

together with these rights students must accept responsibilities and disciplines essential to our society

developing an appreciation for and performing responsibilities of citizenship

education must provide for each individual an understanding of the value systems, cultures, customs, and histories of others. Each student must learn to value human differences, understand and act constructively upon current social issues, participate in society and government while seeking to improve them, and seek and open society where every person has equal access to the goals he seeks regardless of his background or group membership

developing behaviors indicative of growth toward cultural orientation and integration

revealing the personal understandings and characteristics of the good citizen

attaining a perspective on present-day events, cultures and conditions

recognizes the role of the family, religions and community organizations in defining values in a changing society education must encourage and prepare the individual to become responsive to the needs of an ever-changing social, economic, and political environment both here and throughout the world

achieving a balance between social stability and social change

the intelligent acceptance, by individuals and groups, of responsibility for achieving democratic social action

to produce citizens who are valuable in their home, school, and community and who will be good neighbors, community neighbors, and citizens

political citizenship--the educated citizen accepts his civic duties

The Objectives of Civic Responsibility

a. Social Justice--the educated citizen is sensitive to the disparities of human circumstances
b. Social Activity--the educated citizen acts to correct unsatisfactory conditions
c. Social Understanding--the educated citizen seeks to understand social structures and social processes
d. Critical Judgment--the educated citizen has defenses against propaganda
e. Tolerance--the educated citizen respects honest differences of opinion

possesses the motivation to make the community a desirable place in which to live

possesses the ability and desire to participate in community service activities

to develop within each person the competencies, skills, and values necessary for him to function as a contributing member of society

identifying himself with large groups and organizations interested in cultural, social, economic, and political affairs and becoming an effective member of them

to encourage the individual student to acquire the attitudes and skills of intelligent leadership, cooperation, and service

understand and participate intelligently in our economic system

manifesting interest and participation in the economic affairs of the community

become an effective producer and consumer

understanding the need for federal and state governments simulative and regulatory activities in economic matters and affairs as means of making our free enterprise system work sensing the principal problems involved in the operation of our economic system and revealing an interest in maintaining and expanding its values

considers public office as a public trust

respects the offices of appointed and elected officials

seeks opportunities to participate in the governmental processes

become an effective participant in political processes

for the student in relation to society:

a. all students shall exhibit codes of behavior acceptable in society

b. students shall demonstrate increasing acceptance of the responsibility for desirable conduct and self-discipline

knows and practices socially acceptable behavior

develops good habits of moral and social conduct

supports the intelligent and responsible sharing of power in order to attain justice

possesses a commitment to law and understands the processes and purposes of law and the American judicial system

law observance--the educated respects the law

understands and values the functions, relationships and responsibilities of labor and management in a free society

respects and cares for the property of his employer and fellow workers

supports the free and voluntary exercise of religious choice

recognition and understanding of world interdependence

world citizenship--the educated citizen is a cooperating member of the world

cooperation in the interest of peace and welfare

developing behaviors indicative of growth toward economic competence and interdependence

recognizing the worldwide application of economic principles and the economic interdependence of the peoples of the world all students shall acquire levels of knowledge of home, community, nation, and world which enable them to function in a manner appropriate to their age and environment

becoming intellectually able to follow developments on the world and national levels and to formulate opinions about proposed solutions to some of the principal problems and issues

another source of educational purposes is the local, national, and world society which requires the acquisition of customs, habits, and shared values which contribute to effective personal living and harmony between and among peoples

appreciate the heritage of other peoples including the physical and cultural factors affecting the development and relationship of nations

developing behaviors indicative of understanding problems of mental and physical health

a. recognizing health as a world problem, and supporting worldwide scientific and humanitarian efforts and organizations

b. appreciating and supporting work and services of federal, state, and local health and safety departments, and of volunteer organizations

a deep concern for the health of his fellow men

public health--the educated person works to improve the health of the community

learn how to promote personal and public health, both physical and mental

3. Man-Made World

quality education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities and the arts

intellectual development: full education should help every individual to understand and appreciate as much as he can of human achievement in the sciences, the humanities, and the arts

understand and appreciate historical, economic, political, and cultural developments

to make certain that individual students acquire an understanding and appreciation of the roles of science and technology in improving our way of life

attaining orientation to the physical world and appreciation of what scientific advancements mean to the world possesses a knowledge, understanding and appreciation of, and exhibits an interest in, science and the role of science in our society

4. Nature

man needs a healthful environment in which to live, and a healthful environment needs man's consideration. An understanding of the natural processes in the human environment is needed, as is an accommodation with it so that man can fully use the capacities and capabilities of nature for his own benefit with minimal detriment to his environment

possesses the desire to obtain and maintain a healthful natural and physical environment

values and demands the conservation and proper utilization of land and other natural resources

possesses knowledge and understanding of man as an integral part of nature, and as such the quality of life is proportional to the harmony he achieves with all aspects of his natural environment

a knowledge of fundamental concepts about the world environment and man's relationship to it

knowledge and respect necessary for the appreciation, maintenance, and protection of the physical environment

instill an awareness of the need for conservation of human and natural resources

a sense of responsibility for the wise use of human and natural resources

developing understanding of man's environment and of the conservation of resources

the intelligent uses of the natural environment

conservation--the educated citizen has a regard for the nation's resources

supporting measures of federal, state, and local government and voluntary organizations designed to conserve human and natural resources

the intelligent utilization of scarce resources to attain the widest general well-being

is committed to the concept of accountability for the use of public resources

possesses and practices a code of responsible personal behavior when using public and private recreational facilities

APPENDIX B

CHARACTERISTICS OF THE MATURE, FULLY FUNCTIONING, SELF-ACTUALIZING, CREATIVE PERSON FROM THE PERSONALITY, MENTAL HEALTH, AND CREATIVITY LITERATURE

Paul Torrance reported a number of views of the healthy, self-actualizing personality in his book, Constructive Behavior: Stress, Personality, and Mental Health (1965). He considered the list compiled by Tyson (1951) to be "one of the most comprehensive of the detailed lists of criteria of 'good adjustment' . . . [pp. 9, 10]."

1. Adaptability--acceptance of changes both in himself and in his environment.
2. Capacity for Affection--ability to love others and to accept love and support from others.
3. Relative freedom from fear, anxiety, and tension.
4. Appropriate behavior for one's age, sex, status, or role and for the time and place.
5. Ability to determine issues on which one may yield and those on which one should stand firm.
6. Balanced Life--varied activity, multiple interests in life.
7. Code acceptance with adequate emancipation from group or culture.
8. Confidential or intimate relationship with some person.
9. Cooperation--balance between enjoyment of working alone and working cooperatively.
10. Acceptance of honest criticism without sacrificing independence of thinking.
11. Ability to profit from experience.
12. Tolerance of Frustration--acceptance of facts of success with joy and graceful acceptance of failure; ability to meet failure with humor, constructive ideas, and fighting spirit rather than with fear, rage, hoplessness, or suspicion.

13. Goals that are in harmony with socially approved aims; ability to delay immediate satisfaction for long-term values.

14. Ability to live within limits of reasonable health requirements.

15. Ability to maintain sense of humor.

16. Balance between independence and dependence.

17. Self-insight (realistic self-concept).

18. Permanent loyalties with mutual satisfaction.

19. Selection of mate on basis of reason, not fantasy.

20. Moderation--no overemphasis on any aspect of life.

21. Objectivity in new situation, decision, evaluation of failures.

22. Orderly existence in sleeping, eating, working, etc.

23. Primary attention to the present.

24. Healthy Outlook on Life--satisfying philosophy of life.

25. Persistence--continued adaptive action in spite of obstacles.

26. Acceptance of reality.

27. Postponement of Rewards--willingness to wait for future pleasures.

28. Satisfaction--energy, zest, and spontaneity.

29. Self-control--reasonable intellectual control of emotions.

30. Self-respect or self-esteem.

31. View of sex expression as normal phase of life.

32. Social Adjustment--even temper, alertness, social consideration.

33. Tolerance--effort to get along with and understand others.

34. Social Awareness--creative use of leisure time by contributing to school, family, and community.

35. Vocational adjustment.

Another set of criteria of adjustment quoted by Torrance (p. 13) was proposed by Tindall (1955):

1. Maintaining an integrated personality, coordinating needs and goal-seeking behavior.

2. Conforming to social standards, harmony with standards of cultural groups.

3. Adapting to reality conditions, ability to take present hardship conditions to progress toward long-range goals.

4. Maintaining consistency, predictable behavior, hope of adjustment.

5. Maturing with age, personality and mental growth concomitant with physical growth.

6. Maintaining an optimal emotional tone, neither constricted nor overwhelmed by emotions.

7. Contributing optimally to society through increasing efficiency, reaching beyond self-centered goals.

Six aspects of positive mental health proposed by Marie Jahoda (1958) were reported by Torrance (pp. 14, 15):

1. Attitudes of an individual toward his own self.
    a. accessibility to consciousness (self-objectification, being one's self, self-awareness, etc.).
    b. correctness (ability to see the self realistically and objectively).
    c. feeling about the self (acceptance of self, including imperfections).
    d. sense of identity (sentiment of self-regard, clarity of self-image).
2. Growth, development, or self-actualization.
    a. self-concept.
    b. motivational processes.
    c. investment in living (achievements of self-actualizing person as demonstrated in a high degree of differentiation, or maximum of development, of his basic equipment).
3. Integration
    a. a balance of psychic forces in the individual.
    b. a unifying outlook on life, emphasizing cognitive aspects of integration.
    c. resistance to stress.

4. Autonomy
    a. regulation of behavior from within.
    b. independent behavior.
5. Perception of reality.
    a. perception free from need distortion.
    b. empathy or social sensitivity.
6. Environmental mastery
    a. the ability to love.
    b. adequacy in love, work, and play.
    c. efficiency in meeting situational requirements.
    d. adequacy in interpersonal relations.
    e. capacity for adaptation and adjustment.
    f. efficiency in problem solving.

Abraham Maslow (1954, 1962) identified the following characteristics of the self-actualizing person:

1. Superior Perception of Reality--able to judge both situations and people more accurately than less healthy persons.
2. Acceptance of Self, of Others, and of Nature--an appreciation of the uniqueness and intrinsic value of each individual (including oneself) and nature as it is experienced.
3. Spontaneity--the capacity to experience and to respond to that experience with full awareness and appreciation of feelings engendered.
4. Problem-Centering--the capability and tendency to lose oneself in a meaningful task.
5. Detachment and Desire for Privacy--the ability to be alone with one's own thoughts and creative pursuits.
6. Autonomy and Resistance to Resist Enculturation--independence in judgment, with the ability to formulate his own values and standards within the press of culture.
7. Freshness of Appreciation and Richness of Emotional Reaction--related to spontaneity, above.
8. Higher Frequency of Peak Experiences--Maslow contended that the person who is more spontaneous, more willing to experience, and more in touch with his feelings will have deeper, almost mystical experiences.

9. Stronger Identification with the Human Species--feeling for others that extends beyond friends, family, race, or nationality to mankind in general.

10. More Effective Interpersonal Relationships--the ability to establish close, undemanding and non-possessive relationships with a few persons and effective even though not close relationships with a larger number of persons outside this small group.

11. Democractic Character Structure--respect for others, no need to exert power or control over others.

12. Ethical Certainty--well-developed system of values, ethics, and ideals for the regulations of one's own life.

13. Unhostile Sense of Humor--spontaneous sense of humor related to the situation; not descructive or hostile.

14. Creativeness--creative approach to life in general, the ability to identify fresh solutions to life's daily problems.

Gordon Allport (1961) proposed a number of characteristics of the mature personality:

1. Authentic participation by the person in some significant sphere of human behavior--work, study, family, hobbies, etc.

2. Social adjustment marked by two quite different kinds of warmth--the capability of great intimacy in his capacity for love and compassion for mankind in general.

3. Frustration Tolerance--the ability to put up with the daily irritations and frustrations, by taking the blame on oneself, biding one's time, planning to circumvent the obstacle, or if necessary, resigning oneself to the inevitable.

4. A Sense of Proportion (self-control)--expressing one's convictions and feelings with consideration for the convictions and feelings of others. Not threatened by one's own or others' emotional expressions.

5. Accuracy of Perception--does not bend reality to fit one's needs and fantasies.

6. Problem-solving skills.

7. The capacity to lose oneself in one's work.

8. The ability to support oneself and one's family "without panic, without self-pity, without giving way to defensive, hostile, self-deceiving behavior."

9. Good self-insight.

10. Good Sense of Humor--"the ability to laugh at the things one loves (including, of course, oneself and all that pertains to oneself), and still to love them"--as opposed to the cruder sense of the comic (absurdities, horse play, or puns).

11. The capacity to be oneself and not to pretend to be something one cannot be.

12. A Unifying Philosophy of Life--a clear comprehension of life's purpose in terms of an intelligible theory. Living in harmony with what one would like to be and ought to do as a unique individual.

Carl Rogers (1969, pp. 243, 254) identified the following "value directions" as being characteristic of his clients as they moved in the direction of growth and maturity:

1. They tend to move away from facades. Pretense, defensiveness, putting up a front, tend to be negatively valued.

2. They tend to move away from "oughts." The compelling feeling of "I ought to do or be thus and so" is negatively valued. The client moves away from being what he "ought to be," no matter who has set that imperative.

3. They tend to move away from meeting the expectations of others. Pleasing others, as a goal in itself, is negatively valued.

4. Being real is positively valued. The client tends to move toward being himself, being his real feelings, being what he is. This seems to be a very deep preference.

5. Self-direction is positively valued. The client discovers an increasing pride and confidence in making his own choices, guiding his own life.

6. One's self, one's own feelings come to be positively valued. From a point where he looks upon himself with contempt and despair, the client comes to value himself and his reactions as being of worth.

7. Being a process is positively valued. From desiring some fixed goal, clients come to prefer the excitement of being a process of potentialities being born.

8. Perhaps more than all else, the client comes to value an openness to all of his inner and outer experience. To be open to and sensitive to his own inner reactions and feelings, the reactions and feelings of others, and the realities of the objective world--this is a direction which he clearly prefers. This openness becomes the client's most valued resource.

9. Sensitivity to others and acceptance of others is positively valued. The client comes to appreciate others for what they are, just as he has come to appreciate himself for what he is.
10. Finally, deep relationships are positively valued. To achieve a close, intimate, real, fully communicative relationship with another person seems to meet a deep need in every individual, and is very highly valued.

Rogers (1969, pp. 282-288) identified three facets of psychological growth: (1) openness to experience, (2) living in an existential fashion, and (3) trust in one's own intuition, judgment, and decisions in the existential situation. He said that the person who emerges from an optimal experience of personal growth is a "fully functioning person," with the following characteristics:

1. He is able to live fully in and with each and all of his feelings and reactions.
2. He is making use of all his organic equipment to sense, as accurately as possible, the existential situation within and without.
3. He is using all of the data his nervous system can thus supply, using it in awareness, but recognizing that his total organism may be, and often is, wiser than his awareness.
4. He is able to permit his total organism to function in all its complexity in selecting, from the multitude of possibilities, that behavior which in this moment of time will be most generally and genuinely satisfying.
5. He is able to trust his organism in this functioning, not because it is infallible, but because he can be fully open to the consequences of each of his actions and correct them if they prove to be less than satisfying.
6. He is able to experience all of his feelings, and is afraid of none of his feelings.
7. He is his own sifter of evidence, but is open to evidence from all sources.
8. He is completely engaged in the process of being and becoming himself, and thus discovers that he is soundly and realistically social.
9. He lives completely in this moment, but learns that this is the soundest living for all time.

10. He is a fully functioning organism, and because of the awareness of himself which flows freely in and through his experiences, he is a fully functioning person.

A COMPOSITE DESCRIPTION OF THE CREATIVE PERSON

1. Curious, inquiring mind, never bored.
2. Adventurous, resourceful, willing to take a chance.
3. Flexible, adaptable, versatile.
4. Open-minded, receptive to others' ideas.
5. Tolerant of ambiguity.
6. Attracted to disorder, preference for complexity.
7. Willing to suspend judgment. Resists premature closure but strong need for ultimate closure.
8. Becomes preoccupied with a problem.
9. Need for mastery of a problem.
10. Attempts difficult jobs, with persistence, drive, determination, diligence, perseverance.
11. Thorough.
12. Motivated, industrious, energetic; esthetic and moral commitment to his work.
13. Desires to excel.
14. Self-starter, self-sufficient, self-confident.
15. Individualistic and self-assertive.
16. Non-conforming, doesn't fear being different.
17. Attitude of constructive discontent.
18. Questioning attitude toward sources of information.
19. Not subservient to authority.
20. Independent in thinking; likes to think; speculative.
21. Creative imagination.

22. Likes solitude; likes to work alone.

23. Self-aware; self-accepting; more open to the irrational in himself.

24. Emotionally sensitive.

25. Intuitive, visionary.

26. Breadth of interest.

27. Appreciates beauty.

28. Sincere.

29. Sense of humor.

30. Need for variety; dislike of sterile or monotonous routine.

31. Strives for distant goals.

32. Aware of others.

33. Shuns power.

34. Spirited in disagreement.

35. Constructive in cirticism.

36. Positive attitude; not hostile or negativistic.

37. Deep and conscientious convictions; differentiated value hierarchy.

38. Sense of destiny.

APPENDIX C

COMPARISON OF THE OPEN AND CLOSED SYSTEMS OF HUMAN RELATING*

The Open System	The Closed System
Attitudes and behavior toward others of trust, concern, responsiveness, respect, acceptance, support, and encouragement result in:	Attitudes and behavior toward others of distrust, lack of concern, lack of responsiveness, disrespect, lack of acceptance, lack of support, disapproval, intolerance, discouragement, disparagement, ridicule, condescension, domination, force, coercion, shame, blame, threats, punishment, restriction, control, regimentation, and rejection result in:
1. Freedom from defensiveness and concern for power, status, or security, which allows one to be self-abandoning task oriented, and to admit one's mistakes.	1. Defensiveness and concern for personal security, protection, power, and status, which results in self-centeredness and an inability to admit one's weaknesses or mistakes.
2. Self-confidence and self-esteem, which frees one to be more flexible and objective, to entertain new ideas, and to abandon the irrelevant.	2. Lack of self-confidence and self-esteem, which results in caution, inflexibility, inability to relinquish the old and explore the new.
3. Freedom and individuality; spontaneity, initiative, creativity, originality, innovation, experimentation, and curiosity.	3. Conformity and submissiveness; control; lack of spontaneity, initiative, creativity, originality, innovation, experimentation, or curiosity.
4. Warm feelings toward others, appreciation, satisfaction, cooperation, and involvement.	4. Anger, resentment, hate, hostility, aggression; resistance, rebellion; bewilderment, frustration, dissatisfaction, disappointment, grief, withdrawal.
5. Mutual, reciprocal, growth-producing relationships.	5. Mutual, reciprocal fear and distrust.
6. Harmony and cooperation.	6. Conflict and competition.

7.	High confronting and free interplay of differences without personal conflict.	7.	Avoidance of confrontation, openness, or revealing of differences.
8.	Shared power, participative decision-making and problem-solving.	8.	Use of power over others; dictatorial and arbitrary decisions.
9.	Honesty, integrity, congruence, and responsibility.	9.	Deception, dishonesty, lack of integrity, incongruence, and lack of responsibility.
10.	Positivism, optimism.	10.	Negativism, pessimism, cynicism.
11.	And, of course, attitudes and behavior toward others of trust, concern, responsiveness, etc.	11.	And, of course, attitudes and behavior toward others of distrust, lack of concern, lack of responsiveness, etc.

---

*Wight, Albert R. Participative Education and the Inevitable Revolution, Journal of Creative Behavior, Vol. 4, No. 4, fall 1970, pp. 243, 244.

REFERENCES

Allport, Gordon W. *Pattern and growth in personality*. New York: Holt, Rinehart & Winston, 1961.

Barron, F. The disposition towards originality. In C. W. Taylor (Ed.), *The 1955 University of Utah research conference on the identification of creative scientific talent*. Salt Lake City: University of Utah Press, 1955, pp. 156-170.

Barron, F. The needs for order and for disorder as motives in creative activity. In C. W. Taylor (Ed.), *The second (1957) University of Utah research conference on the identification of creative scientific talent*. Salt Lake City: University of Utah Press, 1957, pp. 109-118.

Barron, F. Current work at the institute of personality assessment and research. In C. W. Taylor (Ed.), *The third (1959) University of Utah research conference on the identification of creative scientific talent*. Salt Lake City: University of Utah Press, 1959, pp. 72-76.

Barron, R., & Roe, Anne. Predictor committee report. In C. W. Taylor (Ed.), *The second (1957) University of Utah research conference on the identification of creative scientific talent*. Salt Lake City: University of Utah Press, 1957, pp. 233-242.

Cattell, R. B. *The personality and motivation of the researcher from measurements of comtemporaries and from biography*. In C. W. Taylor (Ed.), The third (1959) University of Utah research conference on the identification of creative scientific talent. Salt Lake City: University of Utah Press, 1957, pp. 77-93.

Combs, Arthur W. (Ed.) *Perceiving, behaving, & becoming: A new focus for education*. Washington, D. C.: Association for Supervision and Curriculum Development, 1962.

Combs, Arthur W., & Snygg, Donald. *Individual behavior: A perceptual approach to behavior*. New York: Harper & Row, 1959.

Drevdahl, J. E. Factors of importance for creativity. *Journal of Clinical Psychology*, 1956, 12, pp. 21-26.

Fromm, Erich. *Escape from freedom*. New York: Avon Books, 1941.

Fromm, Erich. *The sane society*. Greenwich, Conn.: Fawcett Publications, 1955.

Gardner, John W. *Excellence: Can we be equal and excellent too?* New York: Harper & Row, 1962.

Gardner, John W. *Self-renewal: The individual and the innovative society*. New York: Harper & Row, 1963.

Jahoda, Marie. *Current concepts of positive mental health*. New York: Basic Books, 1958.

Kelly, George A. *The psychology of personal constructs*. New York: W. W. Norton & Co., 1955.

Krathwohl, David R., Bloom, Benjamin S., & Masia, Bertram B. *Taxonomy of educational objectives: The classification of educational goals. Handbook II: Affective domain*. New York: David McKay Co., 1964.

Maslow, Abraham H. *Motivation and personality*. New York: Harper & Row, 1954.

Maslow, Abraham H. *Toward a psychology of being*. Princeton, New Jersey: D. Van Nostrand Co., 1962.

Murphy, L. B. Learning how children cope with problems. *Children*, July-August, 1957.

Rogers, Carl R. *On becoming a person*. Boston: Houghton Mifflin Co., 1961.

Rogers, Carl R. The facilitation of significant learning. In Lawrence Siegel (Ed.), *Instruction: Some contemporary viewpoints*. San Francisco: Chandler Publishing Co., 1967.

Rogers, Carl R. *Freedom to learn*. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969.

Stein, M. I. A transactional approach to creativity. In C. W. Taylor (Ed.), *The 1955 University of Utah research conference on the identification of creative scientific talent*. Salt Lake City: University of Utah Press, 1956, pp. 171-181.

Tindall, R. H. Relationships among measures of adjustment. *Educational and Psychological Measurement*, 1955, Vol. 15, pp. 152-162.

Torrance, E. Paul. *Constructive behavior: Stress, personality, and mental health*. Belmont, Calif.: Wadsworth Publishing Col, 1965.

Torrance, E. Paul. *Guiding creative talent*. Englewood Cliffs, New Jersey: Prentice-Hall, 1962.

Tyson, R. Monograph supplement: Current mental hygiene practice. *Journal of Clinical Psychology*, Vol. 7, 1951, pp. 2-94.

Wight, Albert R. Participative education and the inevitable revolution. *Journal of Creative Behavior*, Vol. 4, No. 4, Fall 1970, pp. 234-282.

Wight, Albert R. Toward a Definition of Affect. Interstate Educational Resource Service Center, Salt Lake City, Utah, 1972.

Wight, Albert R. Behavioral Objectives in Perspective. Interstate Educational Resource Service Center, Salt Lake City, Utah, 1973.

BEHAVIORAL OBJECTIVES IN PERSPECTIVE

Albert R. Wight
Interstate Educational Resource Service Center
Salt Lake City, Utah 84111

In spite of the emphasis on behavioral objectives* in education over the past several years, comparatively few teachers have any real commitment to their use. The long debate between those who promote and those who reject behavioral objectives does not deal with the real issues. The question is not whether behavioral objectives are good or bad, but rather why are they not receiving wider acceptance and what if anything should be done about it? The purpose of this paper is to examine the concept of behavioral objectives in some depth and to propose a way in which their strengths can be retained and at least some of the problems encountered in attempting to use them prevented or overcome.

Problems with Behavioral Objectives

The problems teachers have with behavioral objectives cannot be dismissed, as they often are, by placing the blame with the teachers. Something must be wrong with the concept itself, or an effective way of communicating it has not yet been found.

It would be difficult to argue with the reasons given for using behavioral objectives: (1) To make one's intentions clear with regard to outcomes of an instructional program, and (2) To provide a means of determining whether the outcomes have been achieved. Proponents of behavioral objectives argue that teachers very often cannot articulate their objectives for themselves, let alone communicate them to their students. Teachers too often write vague, imprecise goals which are open to many interpretations and provide no real guidance in either selecting strategies or assessing outcomes.

---

* Often called performance objectives or measurable instructional objectives.

To correct for these deficiencies, the behavioral objective has two components--a goal component and a measurement component. Although the rules vary from author to author, even the simplest guidelines require that a behavioral objective contain:

1. A statement of the behavior the student is to exhibit.
2. The conditions under which the behavior is to occur.
3. Criteria or standards against which the behavior will be evaluated (minimal standards of acceptable performance).

These arguments and guidelines seem logical and straightforward at first glance, but a great many problems are encountered in writing and using behavioral objectives. Some of these problems are presented briefly here.

Getting Caught Up in the Mechanics

The focus on meeting the specifications for a properly written objective often inhibits productive thinking. It is quite common for teachers to get caught up in the mechanics of writing behavioral objectives. They lose sight of their priorities, or fail to set them as they strive to write objectives in the prescribed form.

When teachers begin listing the outcomes they hope to see, they often attempt to write a behavioral objective for each intended outcome, which can result in a book of behavioral objectives. Such a comprehensive set of objectives can be more of an obstacle course for a student than an aid to learning, and may be rejected by the students if not by the teachers. Just reading the list of objectives is time consuming, and can use up time that might be better spent on other activities.

Triviality

The use of behavioral objectives too often results in a focus on the trivial and mundane. It does no good to argue that it shouldn't. The fact is that it does. To satisfy the requirements of a properly written behavioral objective, it is quite common for teachers to find themselves listing simple, inconsequential student behaviors and rejecting important, meaningful objectives they find difficult to state in the prescribed form.

Dehumanization

Teachers find that they are not allowed to use such words as understanding, appreciation, awareness, interest, and enjoyment when writing objectives. For many teachers, education loses much of its meaning, and a measure of its humanism, when they have to substitute such words as select, describe, identify, list, etc., focusing on test situations or tasks the student is to perform rather than on his feelings, attitudes, personal accomplishments, purpose and direction, satisfaction, and enjoyment.

The examples provided by the proponents of behavioral objectives do nothing to counter these arguments. Examine any set of sample objectives prepared by the experts and ask yourself: How many would you consider personally meaningful and relevant? How many would be intrinsically rewarding? How many would have enduring significance beyond the immediate test situation?

Confusing the Indicator with the Objective

The foregoing problems with behavioral objectives are directly related to a more fundamental problem--confusing the indicator (the means of determining whether the objective is achieved) with the objective itself. A behavioral objective is seldom a meaningful learning objective. It is a statement of a measurement to be taken, under specified conditions, with criteria for evaluation, to serve as evidence that the learning objective (usually not specified) has been achieved. Calling it an objective can mislead the teacher and the student into believing that the sample of behavior, the indicator, is the desired end result of the learning activity.

Some writers do suggest that a general goal be stated first and that behavioral objectives be written that relate to it. But the general goal is usually lost because of the focus on the behavioral objectives (the indicators). Students and the teacher lose sight of the relationship between the two. The test performance, or measurement, becomes the objective, partly because it is called the objective. The focus is on present performance specified in the indicator as opposed to enduring or future capabilities and predispositions more likely to be called for in the general goal. If special effort is not made to relate the indicator to the goal, the student cannot be expected to make the connection, and he may find little meaning in his performance of the prescribed act or behavior.

Effect on the Student

Behavioral objectives do let the student know what is expected of him. This is a vast improvement over the conditions that prevail in too many classrooms. But stating each objective in terms of a specified task or test rather than an aim or direction can dampen a student's enthusiasm for learning. Part of the challenge and excitement of learning is in reaching out into the unknown. Why should we teach students that the end can always be clearly defined at the beginning?

The focus on a multitude of behavioral objectives imposed by the teacher (as is usually the case) can lower one's aspirations and reduce motivation. When the student's path is so clearly charted, with little room for deviation, exploration, or divergent thinking, it is easy to develop an attitude of doing only what is required to get by. In such a system, the student becomes even more adept at psyching out the teacher and producing the desired behavior.

For these reasons, some writers suggest that affective objectives should not be shared with the students. They say it is too easy for the students to give the teacher what he wants (specified in the behavioral objective), and there is no assurance that the observed behavior is indicative of the student's true feelings or attitudes. This, of course, is an indication that something is wrong with the system, and certainly is not the solution.

We might also question what the effect is on a student's self-confidence, self-esteem, and self-affirmation when his life is dominated by the need to meet requirements placed on him by someone else. How many programs based on behavioral objectives allow the student time to pursue his own interests or the opportunity to evaluate his own achievements against his own aims and standards? How many programs involve the students in writing their own objectives, or even allow them to modify existing objectives?

Control Versus Participation

It is evident from a perusal of any book on behavioral objectives that the focus is on observable behavior. The implication, and sometimes stated position, is that the only evidence acceptable is that which can be observed. This gives a lot of power to the observer, and places the student in a dependent, relatively powerless position. It communicates a lack of trust in the student and is one reason for the objections of humanistically oriented educators to the use of behavioral objectives.

In addition to promoting measurement that excludes self-observation and self-report, most guidelines for preparing behavioral objectives imply that someone other than the student should decide what his objectives should be. Popham (1968) defended this practice by saying that:

> Teachers generally have an idea of how they wish learners to behave, and they promote these goals with more or less efficiency. Society knows what it wants its young to become, perhaps not with the precision that we would desire, but certainly in general. And if the schools were allowing students to "democratically" deviate from societally-mandated goals, one can be sure that the institutions would cease to receive society's approbation and support.

The implication is that if students were allowed to decide "democratically", they would make decisions that adults could not tolerate. Humanists argue that one of the most serious contradictions in education is that we expect students to learn to function in a democracy through their subjection to twelve or more years of a totalitarian school system. The evidence supports the humanists, in that if students are allowed to learn to function democratically (as opposed to being thrust into a decision making situation with no practice or preparation) they will make responsible decisions.

This control orientation tends to permeate programs based on behavioral objectives, with a resulting emphasis on teaching rather than learning, deciding for the student rather than including him in the decisions, and deemphasizing or denying the value of his own inner experience and self-evaluation. Such an approach supports and perpetuates the feelings and attitudes of some students that they are not capable of self-evaluation and responsibility but must look to an outside source for direction and control. In others it promotes alienation and rejection of the system.

Restrictions on Activities and Measurement

When objectives are written in measurement terms, the tendency is to teach (as well as to learn) for the test. If the learning activities relate to the objectives, as they should, the use of behavioral objectives can predispose the teacher and learner to select activities that are as mundane and uninteresting as the objectives themselves. The learning activity should prepare the student for the task and conditions stated in the objective, which may limit the alternatives available.

Behavioral objectives specify the measurement to be taken and do not, in themselves, allow for other evidence of achievement of the objective. It could be argued that behavioral objectives do not prevent a person from seeking other evidence. But when the measurement is specified as explicitly and authoritatively as required in a well written behavioral objective, the tendency is to look no further. The implication is that the stated measurement is the one to use for the given objective. Unstated outcomes are quite likely to be overlooked unless a deliberate effort is made to look for them.

Behavioral objectives do not take into consideration the fact that there are usually many ways of assessing whether an objective is being achieved, particularly when dealing with higher order cognitive and affective objectives. Many opportunities for assessment might be presented by the learning activities, and some of these might be better evidence than the measurement specified in the behavioral objectives.

A Proposed Alternative to Behavioral Objectives

Proponents of behavioral objectives warn us of the danger of confusing the strategy, the means of achieving the objective, with the outcome or objective itself. What they fail to recognize is that they have confused the indicator with the outcome by attempting to combine both the goal and measurement components in the behavioral objective. If the two are separated, much of the confusion can be avoided. Treated separately, the goal statement can be defined and expanded as necessary for clarification. Treating the measurement component separately allows the selection of any number of indicators and any type of measurement most appropriate to provide the necessary evidence of attainment.

A diagram may help to clarify the difference between the behavioral objectives approach and the approach suggested here (Figure 1). Note that four components are presented, all of which should be kept separate to avoid confusing one with the other.

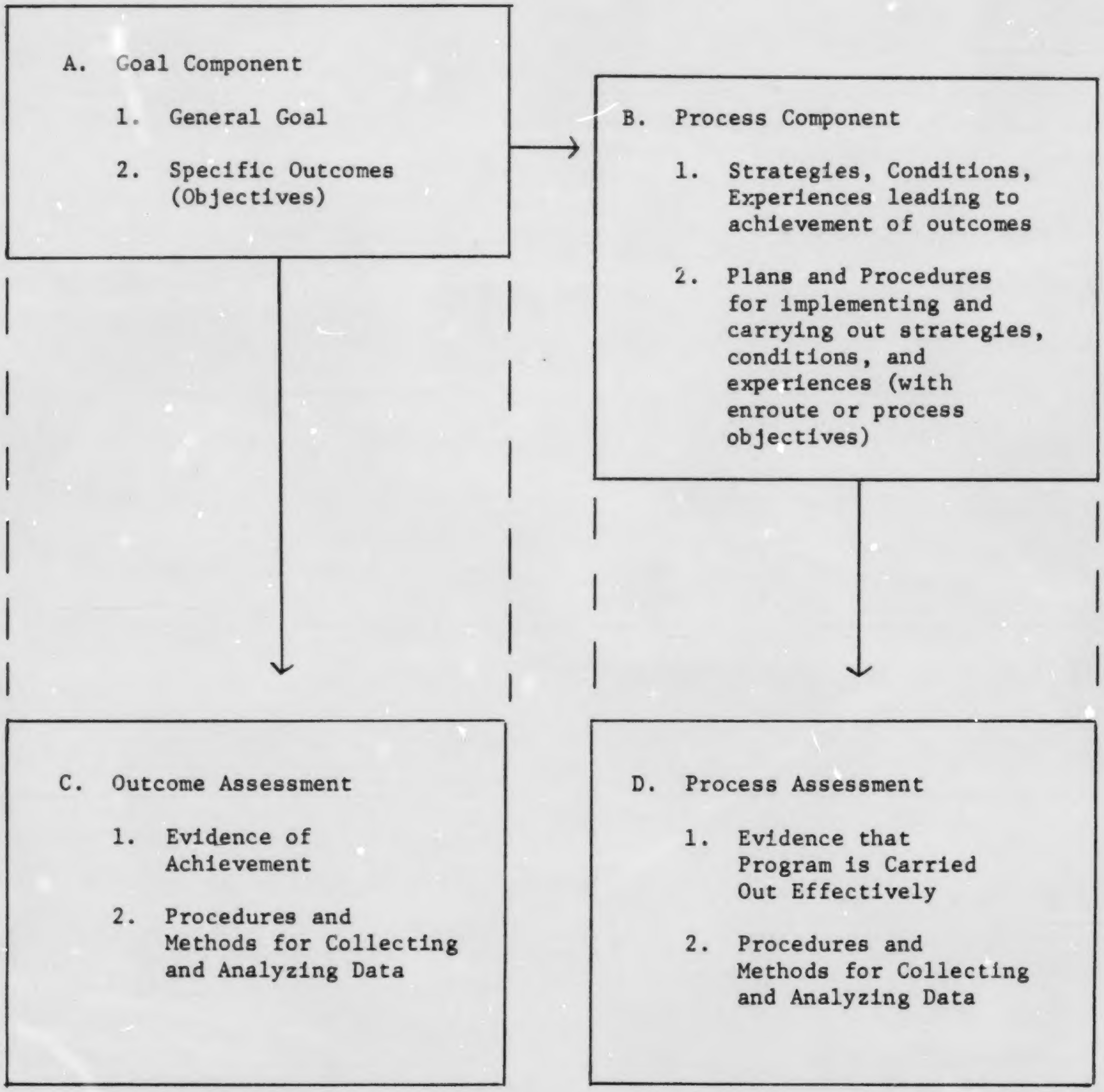

A. Goal Component
1. General Goal
2. Specific Outcomes (Objectives)
B. Process Component
1. Strategies, Conditions, Experiences leading to achievement of outcomes
2. Plans and Procedures for implementing and carrying out strategies, conditions, and experiences (with enroute or process objectives)
C. Outcome Assessment
1. Evidence of Achievement
2. Procedures and Methods for Collecting and Analyzing Data
D. Process Assessment
1. Evidence that Program is Carried Out Effectively
2. Procedures and Methods for Collecting and Analyzing Data

Figure 1. Four Components of a Curriculum Model

The Goal Statement

Separating the goal component from the process component is necessary to avoid writing objectives that focus on what the teacher will do as opposed to what the student will learn. It has proven useful to take the following into consideration when writing general goals:

1. What should the student be able to do (or what would he like to be able to do by the end of the learning activity?
2. What should he (or what does he want to) know, understand, or appreciate?
3. What characteristics (personal or interpersonal) are required to do what he wants effectively (i.e., confidence, creativity, patience, empathy, openness, etc.)?

It is not necessary that the general goal statement follow a prescribed form, as long as it is understood and agreed upon by those most concerned with the goal (primarily the teacher and students). Requiring adherence to a specified way of wording goal statements can greatly inhibit goal production. It is better to focus on identification of goals at this stage rather than on precision in stating goals.

If one uses the foregoing three questions in generating goals, affective as well as cognitive goals will be identified. Priorities should then be established, to make certain that important goals are not lost as one moves from goals to strategies and measurement.

The general goal is of necessity abstract and imprecise, if it is to specify a global area of learner behavior. Before the process or measurement components can be developed, it is necessary to define the general goal further by identifying specific outcomes within the general goal area.

These specific outcomes are not behavioral objectives and should not include the measurement component. They are still categories of behavior within the larger universe of behaviors included in the general goal. They describe a type of behavior that is expected to occur at various times, under various conditions, rather than a specific action occurring at a specific time, under specific conditions (as in a behavioral objective).

General goals can be defined in a number of ways. One way is simply to elaborate on the goal statement by spelling it out more specifically. Another that has been used quite successfully is to describe a hypothetical student who is achieving this goal (what he would be doing, feeling, or thinking). The description is then analyzed to identify categories of behavior that could be specified as outcomes (objectives). It sometimes helps, particularly with affective goals, to also describe a hypothetical student who does not have the desired attributes or characteristics, and to compare the two in specifying outcomes.

An example might help to illustrate what is meant by general goals and specific outcomes. General goals such as the following might be identified:

- Appreciation of the significance of ______* in man's daily life.
- Understanding of the application of ______ in various occupations and professions.
- Ability to identify significant problems in the area of ______.
- Self-confidence in one's ability to apply ______ in solving particular problems.
- Commitment to increasing one's skills with respect to ______.

---

*Content from any subject-matter or discipline can be used to fill in the blanks.

- Interest in learning more about ______.
- Self-direction in pursuing one's interest in ______.
- Ability to work effectively with others in identifying and solving problems relating to ______.

Many additional general goals could be specified for any given subject, problem, or interest area. Most of the goals listed here are more affective than cognitive. It would be a mistake to attempt to separate goals into cognitive and affective, when most goals contain aspects of both. Such an artificial separation serves no useful purpose. It would be a mistake, also, to require a certain number of specific outcomes for each general goal. Some are more complex than others and would require greater elaboration.

One of these general goals will now be expanded to identify specific outcomes or objectives associated with the goal.

General Goal: Self-direction in pursuing one's interest in ______.

Specific Outcomes (Objectives):

- Identifies as clearly as possible what his interests are.
- Establishes his own goals and objectives.
- Develops his own plans for achieving these goals.
- Identifies and makes effective use of resources.
- Keeps records of progress.
- Is able to work alone in pursuing his interests.
- Does not require direction or prodding.
- Stays with a task, is not easily distracted, bored, or discouraged.
- Explores areas in depth; is not satisfied with superficial understanding.
- Devises procedures for assessing his progress.
- Assesses his own progress and makes adjustments when necessary.
- Seeks assessment from others as appropriate.

The Process Component

When the general goal is defined and specific outcomes stated, the process component can be developed. The questions here are: What conditions are necessary for these outcomes to be achieved? What strategies, activities, and experiences will lead to their achievement? What plans and procedures are necessary to provide the conditions and experiences or to implement and carry out the strategies and activities? Since the method of demonstrating achievement of the objective has not yet been specified, the teacher and students are not influenced by the stated objective to select a particular strategy.

When the plans and procedures are developed, time lines and mile posts (process or enroute objectives) should be established wherever they will prove helpful. These will not only help in carrying out the plans, but can provide the basis for much of the process assessment.

Process Assessment

As can be seen in Figure 1, the measurement component is divided into two parts--outcome assessment and process assessment. The procedures for developing both are very similar, but they should be kept separate to avoid confusion. Both are important.

The responsibility for process assessment should be shared by the students and the teacher. The teaching/learning process should be spelled out as clearly as possible and assessed and evaluated continuously. Such things as teacher behavior, activities and experiences, facilities, availability and adequacy of resources, learner behavior and attitudes, etc., should be examined to determine how well the plans are being carried out, whether they are proving to be effective, and what, if any, changes should be made. The identification of indicators and development of measurement procedures can proceed much as described for outcome assessment.

Outcome Assessment

Indicators and procedures for measurement of outcomes can be developed by asking the following questions:

1. What evidence are we willing to accept that the outcome has been achieved? (What will happen, who will be doing what, under what conditions?)
2. How will this evidence (data) be obtained? (When? Where? By whom? By what means?)
3. How will the data be evaluated (against what criteria or standards of performance)?

Number 1 identifies the indicators that will be used in determining whether the outcomes have been achieved. Although these may appear to be very similar to the objectives, they are different in that they represent a sampling of behavior whereas the objectives represent categories of behavior. Thus, the general goal specifies a particular universe of behavior, the specific outcomes identify and define components of this universe, or various categories of behavior, and the indicators sample behavior within these categories. The broader the sampling and the better the sampling procedure, the more confidence one would have that the total universe of behaviors is available to the learner and will be exhibited when appropriate.

Behavioral objectives are one type of indicator that might be used here, but note that they fall in the assessment component of Figure 1, not in the goal component. The guidelines provided by Mager and others for writing behavioral or measurable instructional objectives can provide invaluable assistance in the development of effective assessment procedures. But it is necessary to keep in mind that what they call objectives are really indicators, or evidence of achievement.

Aside from clearing up the confusion between the objective and its assessment, separating the two allows the specification of as many indicators for any given outcome as may be desirable. It should be borne in mind that several measurements are better than one and that measurements from a variety of sources are better than measurements from one source. Also, one measurement might provide evidence of achievement of more than one objective. Behavioral objectives, as commonly used, do not provide for this flexibility. Allowance should also be made for unanticipated indicators, which may be better than any evidence specified before the fact.

Continuing with the illustration used before, indicators such as the following might be developed:

Objective: Establishes his own goals and objectives.

Evidence of Achievement (Indicators):

- Is able to state his goals and objectives when asked.
- Develops a list of goals and objectives that provide clear direction for the development of strategies.
- Appears to an observer to have a clear direction in mind as he carries out his activities.

Objective: Stays with a task, is not easily distracted, bored, or discouraged.

Evidence of Achievement:

- When a selected resource proves to be unfruitful he does not become discouraged but follows another lead.
- Maintains an interest in the subject and does not become bored when he encounters repetitious or tedious material.
- Stays with a task he sets for himself, and is not distracted by friends, pleasurable activities, or unrelated but interesting material he discovers.

Each of the foregoing indicators requires that a judgment be made to determine whether or not the evidence indicates that the objective is being achieved. Ideally self-assessment would be used here, with some verification by the teacher and perhaps by peers.

The self-assessment and verbal report of the student himself is an important source of assessment data, particularly when dealing with internal states, behavior, or attitudes that are difficult to observe or measure (such as confidence, interest, comfort, motivation, enjoyment, etc.). Usually there is also some observable behavior that would confirm or deny the self report, and provisions should be made for collection of this data (for example, teacher observations). In most instances it would be appropriate and perhaps even obligatory to confront the student with apparent lack of congruence between his verbal statement and exhibited behavior. This might be important feedback.

Some types of data can best be obtained from someone other than the student--i.e., the way something he does or produces comes across to others. If these perceptions are related to his learning objectives, this feedback is very important.

Student Involvement

A mistake often made in programs using behavioral objectives (and one that could be repeated with the approach suggested here) is failure to involve the student in establishing objectives, learning programs, and assessment procedures. The most effective learning/assessment program is one that the student participates in developing. Modifying Mager, 1968, p. vii), the student might use the following guide:

1. Where am I going? What am I working toward? (Objectives)
2. How do I get there? (Learning program, process)
3. How do I know I am making progress? (Process assessment)
4. How do I know when I have arrived? (Outcomes assessment)

It is a mistake to present the student with a comprehensive set of objectives and a complete educational program and assessment plan at the beginning of a course. At this point there is usually a vast gap between the understanding of the student and the teacher. What seems clear, concise, and well-organized to the teacher is very often beyond the experience and comprehension of the student. The student cannot be expected to make a sudden leap to the level of understanding achieved through slow, incremental steps by the teacher. But the student also should not be expected to understand and accept the teacher's objectives for the course or his system of conceptualizing and organizing the course content.

The teacher should be well prepared. But no matter how much work has been done, it is better to reconstruct the process and involve the student, if his understanding, acceptance, and commitment are desired. Considerable skill is required on the part of the teacher in working with the student to develop a set of objectives that are satisfactory and understandable to both. It should be understood by the students that these objectives will be modified and refined as increased understanding is achieved. Allowance should be made for development of new objectives and modification of the curriculum as new discoveries are made and new interests develop.

The ideal would be self-initiated programs based on the student's own learning objectives. The teacher would then work with the student in the development of a program to achieve these objectives. The teacher has more experience in the design of programs and usually knows better than the student which activities, strategies, and resources have proven more effective than others in achieving given objectives. The student sometimes knows what works best for him, however, and learning to accept the responsibility for his own learning should be a part of the process of education (including learning from mistakes and accepting the consequences of his own decisions).

The student should also be involved in the development of assessment plans and procedures, identifying evidence he and the teacher would be willing to accept that given objectives had been achieved. He should then participate in the collection and analysis of the assessment data and in decisions made on the basis of this analysis.

The assessment should allow for unanticipated and unplanned outcomes. What did I discover that I did not expect to discover? What new awareness, insight, or understanding did I achieve? What new leads does this give me? What new interests have I developed? What have I learned about myself? Herein lies much of the excitement and value of learning.

Involvement in the total educational process as an active participant not only faciliates achievement of planned and unplanned objectives, but results in the incidental learning of the process itself and in a by-product of self-esteem and self-confidence. The student is thus learning how to learn, an outcome that is essential in today's rapidly changing world. Learning itself becomes a rewarding, self-enhancing process, something to seek and to enjoy rather than to avoid.

Summary and Conclusion

The approach described herein, separating objectives and assessment, offers the following advantages over the behavioral objectives approach:

1. It is easier to see the relationship between the measurement and the objective if the measurement is identified as an indicator of achievement of the objective. The indicator will not assume the role of an objective.

2. Objectives that have meaning for the future or that are based on student interest will quite probably be more appealing to students than will objectives that in reality are nothing but a test performance (indicator).

3. Objectives can be expanded and defined as necessary for clarification, because they are not tied to a particular measurement under specified conditions.

4. Measurements (indicators, test performance) are quite likely to be more meaningful and less aversive to students if they are perceived as providing data relative to meaningful objectives.

5. More freedom would be allowed in the selection of teaching/learning strategies. They would not be so dependent on the indicators prescribed in the behavioral objectives.

6. More flexibility is allowed in measurement. Fewer measurements would be required, because one measurement would not be required for each outcome. But more measurements could be taken for particular objectives if more were necessary to provide adequate evidence of achievement.

7. Opportunities for measurement can be capitalized on more easily, since both learning strategies and measurement are developed after objectives have been defined. Measurement decisions are not made prior to development of learning strategies, as they are with behavioral objectives.

References

Mager, Robert F. Developing Attitude Toward Learning. Palo Alto, California: Fearon Publishers, 1968.

Popham, W. James. Probing the Validity of Arguments Against Behavioral Goals. Paper presented to AERA annual meeting, Chicago, 1968.

MEASUREMENT IN
SUPPORT OF AFFECTIVE EDUCATION

Prepared by: Albert R. Wight & James R. Doxsey

Interstate Educational Resource Service Center
1610 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

January 1972

TABLE OF CONTENTS

INTRODUCTION 1

ACCOUNTABILITY 3

PURPOSE OF AFFECTIVE MEASUREMENT 4

  GRADING 6

  CONDITIONS VERSUS OUTCOMES 7

  CULTURAL CONCERNS 8

MEASUREMENT IN SUPPORT OF LEARNING 9

  FEEDBACK 11

  QUANTITATIVE VERSUS QUALITATIVE DATA 14

  NORM-, CRITERION-, OR OBJECTIVES-REFERENCED PERFORMANCE DATA . . 15

PROGRAM AND CURRICULUM EVALUATION 19

INSTRUMENTS AND MEASUREMENT TECHNIQUES 21

PROBLEMS AND CONSTRAINTS 25

APPENDICES

APPENDIX A - DEFINITION OF TERMS 27

MEASUREMENT IN SUPPORT OF AFFECTIVE EDUCATION

Albert R. Wight & James R. Doxsey
Interstate Educational Resource Service Center
1610 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

This paper is concerned primarily with measurement to support the student in his learning program and the teacher as a facilitator of learning. It is secondarily concerned with measurement for evaluation of programs or schools, and will treat measurement for research purposes only peripherally. The reason for this focus is that much can be done to improve affective measurement in the classroom now, without waiting for the results of long-range, empirical research.

Since measurement as proposed here is an integral part of the educational program, some attention will be given to the explication of the learning process to clarify the role of measurement. Learning requires knowledge of results. Measurement, in the global sense, is the process by which this knowledge is acquired. (See Appendix A for a discussion of definitions.)

Many persons feel that schools should not be concerned with affective aspects of a student's growth and development. But schools are forced to deal with unplanned negative affective outcomes--poor attitudes toward school, rebellion, aggressiveness, hostility, low self-esteem, lack of self-confidence, lack of self-discipline, lack of responsibility, etc. Far too much time, money, and effort are consumed by such problems, and society is required to deal with the affective problems which are not solved in the schools or elsewhere, problems which are growing worse each year. Unless another viable approach to preventing or solving these problems can be found, education must assume the responsibility for doing what it can. If the focus in schools remains on eliminating negative affect when it is encountered, the problem will never be solved. Programs designed to achieve positive affective outcomes must be developed or implemented.

This is not meant to imply that cognitive outcomes should be neglected. It is unrealistic to assume that cognitive learning can be separated from affective growth and development. If one is neglected, the other will suffer. Those persons who claim to be interested only in cognitive outcomes are more likely to achieve these outcomes if some attention is given to affect.

ACCOUNTABILITY

This raises the issue of accountability, which for the most part is presently achieved by demonstration of academic achievement through performance on standardized tests. Bowers (1971) asks whether the teacher will "be held accountable for teaching students, in addition to the basic tools of communication, to raise their own questions, to make their own synthesis of ideas, to trust their own insights, and to understand their culture so they will no longer be influenced by its unexamined premises?" He said, also, that:

> It can be argued that one of the characteristics of a competent teacher is that he attempts to foster independent and responsible thinking among students by encouraging them to consider conflicting evidence, ideas, and values. This process is essential to developing the student's self-confidence in the power of his own intellect, and to developing his ability to assess the evidence and to formulate his own conclusions.

Holding the schools accountable for academic achievement without consideration for affective growth and development could result in tighter controls and more rigid programs which might be even less effective and more damaging affectively than traditional programs. Teachers, as well as students, respond to the rewards and punishments of the system. If schools are to be held accountable for achievement of affective goals of education (Wight, 1971a), programs must provide for their achievement, and for measurement of results.

PURPOSE OF AFFECTIVE MEASUREMENT

Measurement in a program designed to achieve affective growth and development should be concerned with two general areas: (1) student behavior and characteristics relative to the objectives and (2) conditions assumed to contribute to their achievement (climate, teacher behavior and attitudes, teacher-student interaction, instructional program characteristics, etc.). Within these general areas, the information needed to make given decisions will suggest what should be measured.

If measurement does not contribute useful data for necessary and meaningful decisions, it not only may be a waste of time but may create an aversion to any kind of measurement. An exception might be measurement for collection of data to familiarize certain persons with a program, with the assumption that it may serve as the basis for future decisions. It is essential that we not measure just to be measuring but that we measure with a clearly prescribed purpose in mind.

Determination of the kinds of affective measurement needed should be based on the decisions that have to be made and the data needed to support these decisions. It is thus necessary to first determine what kinds of decisions need to be made by various persons--the student, teacher, student and teacher together, the guidance counselor, curriculum specialist, principal, superintendent, parent, state superintendent of public instruction, etc. It goes without saying that different types of decisions may require quite different types of supporting data.

Data regarding individual students' behavior, characteristics, and needs would be needed for placement in programs. Data regarding individual performance and progress (change over time) in a given learning program would be needed by the student or student and teacher together to determine whether to accelerate the program or slow down, alter the emphasis or direction, move ahead or review, identify additional resources, etc. Collective data regarding student performance and progress in respect to certain learning objectives might be required to make a decision about changes in a program or allocation of resources to schools or classrooms. Relative cost-benefit data might be needed to make a choice between programs. Climate data would be useful in determining whether changes were necessary in policies, procedures, administrative or teaching staff attitudes and behavior, etc.

It would be necessary, also, to establish priorities. Only so much time can be devoted to measurement. More important decisions and data should take precedence over those considered to be less important. The importance of the decision may also determine in part, along with validity of measures, the amount of supporting data required.

It should be obvious that the most important person in the school is the individual student. Decisions most closely related to his learning program should be of top priority. Ideally the most important data would be those that were meaningful and useful to the student himself in assessing or evaluating his progress in his learning program. Next in importance would be data needed by the teacher in his support of the student, and so on.

For affective growth and development, it is essential that this position be taken. Such objectives as a positive self-concept, self-confidence, self-direction, self-discipline, responsibility, and positive attitudes toward learning are much more likely to be achieved if the student is actively involved in assessing and making decisions about his learning program. Healthy, effective relations with others and constructive, responsible attitudes toward society are more likely to develop if the student is involved in meaningful problem-solving and decision-making activities with other students and the school faculty.

GRADING

Affective measurement should not be used to establish grades, as grades are traditionally determined and used. It is generally recognized that the traditional grading system is grossly inadequate, and in a great many schools it is being abandoned or modified. Grades not only fail to adequately reflect a student's learning, growth, and development, particularly in the affective area, but for far too many students grading results in negative self-evaluation, loss of ambition, and alienation from the system. As Lessinger (1970, p. 24) said, "in most cases the children adopt these grades and scores into their self-definition." Grades are not a positive measure of achievement as much as a negative measure of failure. The grade tells most students that they are somewhat below where society would like them to be. They see the rewards, recognition, and acceptance going to those few who are at the top (no one wants to be average), and see themselves viewed as inferior in respect to abilities valued highly by society.

As Lessinger (1970), Glasser (1969), and many others have pointed out, the present system of grading insures the failure of a great many students. Only a few students can be at the top. Students are thus forced to compete with one another for the favored position. If they see this as futile, they must resign themselves to a self-image of inferiority, or renounce the system that places them in such an untenable position.

If such negative outcomes can result from traditional evaluation (grading) of academic (primarily cognitive) performance, the outcomes could be expected to be even more damaging if grades are based on affective behavior or characteristics. Students would find themselves being evaluated not only on academic achievement but on the basis of their personal worth and effectiveness as human beings.

CONDITIONS VERSUS OUTCOMES

It can safely be assumed that a unit of instruction or course designed to achieve certain affective outcomes (i.e., self-esteem, responsibility, positive attitudes toward learning, ability to work effectively with others, etc.) is not as effective in achieving these objectives as experiences in regular courses conducted in such a way that they are conducive to the development of such attitudes, characteristics, and abilities. It is essential, therefore, that we identify conditions which contribute to affective growth and development and construct measures to assess the extent to which these conditions are present.

It is not enough to measure student behavior and characteristics with respect to given affective objectives. We must also have a description of the program or programs designed to achieve these objectives and an evaluation of the effectiveness with which the programs are carried out. A well-conducted program may prove to be ineffective in achieving given objectives, whereas another program conducted less well may prove to be effective. A comparison of student performance and program characteristics, with consideration of other pertinent variables (such as parent and community attitudes, school climate, teacher attitudes and characteristics, etc.), is required to support any assumptions about a program's effectiveness.

Ultimately, it may prove to be more productive to measure conditions rather than outcomes of affective growth and development. Less emphasis may be required on measurement of outcomes if at some time we have identified and can measure the conditions necessary for their achievement. Before we can determine with certainty which conditions are most conducive to growth and development, however, it will be necessary to compare outcomes with conditions.

CULTURAL CONCERNS

Insofar as possible, measurement should be culture free, and if not culture free, culture specific. It is assumed that most affective objectives represent needs or aims that are common across cultural and ethnic groups, although objective achievement or need satisfaction might be manifested in quite different ways. Care must be taken that measurement does not imply or require behavior preferred by the dominant culture in respect to particular objectives. Where cultural differences exist, these differences must be taken into account and afforded equal status and legitimacy.

The negative consequences of being evaluated or evaluating oneself on the basis of the values and standards of the dominant culture have long been recognized as a serious problem in the education as well as in the socialization of students from minority groups. If these persons are to develop healthy self-concepts and positive attitudes toward others and society, equal respect must be given to the values, standards, and ways of the minority cultures. It must be recognized that we live in a pluralistic society.

As Eduardo Bonilla (1972) said: "An educational system geared to the goal of Americanization has become a gate to hell for Puerto Ricans, Chicanos, Blacks, and American Indians, because it attempts to disintegrate their identity and force them into the American way. It spells self-hatred, endo-violence, and dehumanized uprootedness."

The "American way" as presented to and perceived by persons from these sub-cultures is the way of the white, middle-class cultural group. If measurement supports and reinforces the evaluation of oneself, one's family, and one's cultural heritage against the values and standards of another culture, it is contributing to the wholesale destruction of sub-cultures through the eroding of self-respect, self-confidence, and feelings of personal worth, acceptance, and identity.

MEASUREMENT IN SUPPORT OF LEARNING

One reason why affective education has been neglected is that *affective growth and development are difficult to measure*. It is not possible to observe feelings and attitudes directly. We see only their outward manifestation, but they may be concealed, disguised, or exhibited in very subtle ways. Even the person himself may be unaware of change or growth that has taken place. Development of beliefs, values, attitudes, prejudices, etc., occurs unconsciously, for the most part. If we do know that it has occurred, we seldom know when or how. Changes in maturity, confidence, flexibility, resourcefulness, openness, tolerance, etc., usually occur gradually, with little awareness on our part.

This does not mean that we should throw out such objectives because we feel we cannot satisfactorily measure change. *If the objectives are important, they should be retained*, and we should continue our efforts to improve their measurement. Very few instruments have been developed that have proven to be effective for affective measurement, particularly at the student or teacher feedback level. Developing and testing such instruments is a monumental task, one that will require the efforts of a great many persons over a considerable period of time. It is essential that the effort be made, however. The affective area has been neglected far too long in education.

Measurement should be responsive to changes in objectives and the learning program, as opposed to determining both, as is too often the case. Measurement should be in the service of objectives, not vice versa. Objectives should be open to change or modification throughout a course of instruction as a result of student-teacher interaction and new insights and understandings. If objectives and measurement are to be understood by students, the *students should be involved* in their development and definition. Measurement must be flexible enough to accommodate changes as they occur.

The present educational focus on measurable behavioral objectives would seem to suggest the use of behavioral objectives for affective measurement. There are, however, inherent restrictions on measurement which could not be avoided with the behavioral objectives approach (where outcomes, conditions, and criteria are all specified in each objective statement). For example, such an approach normally does not provide for alternatives in measurement other than those specified in the objectives, thus precluding demonstration of learning or change on the basis of other opportunities for measurement arising from the learning activities. As an alternative, separation of the outcome component from the indicator behavior criteria and conditions component will allow a variety of measurements from various sources for any given objective. (See "Behavioral Objectives in Perspective," Wight, 1973, for further discussion.)

If measurement is to be practical and useful at the classroom level, the focus should be on simplified, straightforward procedures and techniques that can be used with a minimum of time and effort by teachers, teaching assistants, and students. More sophisticated techniques, requiring an inordinate amount of time for analysis and interpretation, or the services of a measurement specialist, should be used only when absolutely necessary.

In a dynamic program, in which needs and objectives might be changing and unanticipated problems may be arising, it would be impossible to meet the needs of each situation with ready-made instruments. Procedures and techniques should be simple enough, therefore, to allow students and teachers to construct their own measures when ready-made instruments are not available. These measures might involve climate, interaction, or process data as well as student performance data. Easy-to-follow guidelines might also be made available to help teachers and learners determine how much and what kind of data would be needed for their particular purposes.

For formative assessment or evaluation of a student's progress (see Bloom, Hastings, and Madaus, 1971), techniques should be readily available to provide data at the most opportune time in the problem-solving, decision-making process. Measurement ideally should be responsive to the needs of the situation, providing the specific data needed when needed. Insofar as possible, measurement for direct support of the learner should be an integral part of the learning process, closely related to the other learning activities.

FEEDBACK

It is important that all persons involved in affective measurement understand the purpose and utility of feedback (information regarding one's performance or progress). In the conventional classroom, the student too often is required to follow a given program with very little corrective or supportive feedback. He may not know until the end of the program or instructional sequence how he did, and then he may know only that he did poorly or fairly well in relation to the performance of his classmates. He still doesn't know why, or specifically where he needs to improve.

The student should know where he is going, how to get there, and how he is doing along the way. A learning program should function as a highly efficient servomechanism, monitoring its own progress and taking corrective action as needed. Measurement would provide the sensors, picking up the data and feeding it into the system. The data might show that the program was on course and progressing well, or they might show that something was amiss and corrective action should be taken.

A system can easily be overloaded with data, however, leading to rejection of the data and possibly breakdown in operations. It is essential, therefore, that requirements of the system dictate what data are needed and when. Procedures should not require that unnecessary data be fed into the system, or necessary data fed in at an inappropriate time.

Procedures and techniques should go beyond collection, analysis, and interpretation of data. Acceptance and use of data about one's own behavior depend very much on the manner of feedback. It is important, where feedback to students is concerned, that the teacher or other person providing the data be sensitive and responsive to the needs, readiness, and capacity for acceptance of feedback of the individual student. This is particularly true with affective feedback, which may be much more personal and potentially threatening than feedback regarding academic performance. The following guidelines may prove useful:

1. Insofar as possible, *feedback should involve descriptive and assessment data*. The person should be allowed to make his own evaluations.* If he is being evaluated, and particularly if he perceives the evaluation as criticism, he is much more likely to react defensively and possibly to reject both the data and the person providing the data.

2. *It should be specific* rather than general, naming the behavior, time, and situation and referring to a well-defined objective. General, vague impressionistic data gathered over a period of time are of little use to anyone, more often than not create resentment, and are quite often invalid.

3. *It should deal with description of behavior* rather than inferred characteristics or personality traits, unless the characteristics are tied to specified behaviors.

4. *It should concern what was done*, *when*, *where*, *and how*. The why, an inferred motive or intent, is usually not acceptable data.

5. *It should be well-timed*, presented as soon after collection as possible, at a time that is appropriate for the receiver.

6. *It should take into account the needs of the receiver*, not the needs of the giver. It should be given to help, involving the type and amount of information the receiver can accept and use, not what the giver might like to provide.

7. *It should be checked to insure clear communication*. Particularly if the feedback is perceived as threatening, it can be subject to considerable distortion and misinterpretation.

---

*The reader is referred to the appendix for definitions of these terms as they are used in this paper. Since these terms are used in so many different ways by different persons, it should not be assumed that the definitions are the same as those used by the reader.

8. It should be given without advice, unless advice is solicited and appropriate. Responsibility should not be taken away from the receiver for use of the information in problem-solving and decision-making.

Although the focus should be on data to support the student in his own learning program, some data should not be made available to the student. It might be better if data regarding negative characteristics such as low self-esteem, inability to cope with stress or frustration, defensiveness, inability to relate to others, etc., were not presented to a student, unless by someone skilled in working with students to process such data. Confronting the student with negative data before he has developed the ability to cope effectively with such data would be counterproductive and perhaps destructive, unless the teacher or counselor is experienced in helping the student face such problems in a constructive, problem-solving manner. Such data would help the teacher understand the particular needs of that student, however, and the kind of relationships, program, and climate required to help him learn to overcome these problems.

In developing and implementing measurement procedures and techniques, it is imperative that all concerned recognize that measurement as well as use of measurement data should be responsible. Measurement should contribute to, not inhibit achievement of affective objectives. Measurement for feedback should not, therefore, focus on evaluation of oneself against others or against unrealistic standards, with the virtually inevitable result of self-depreciation and destructive competition. Norm-referenced data, rankings of students, and ratings that call for comparison with other students or even a hypothetical average student are, for the most part, counterproductive in terms of affective outcomes. Such data might be useful for program evaluation or research, but not for feedback to the student, except in special situations.

It can be argued that students will be comparing and competing among themselves in any event. Such comparison and competition does not have to be destructive, however, if it is not related to the rewards and recognition of the system. Non-evaluative or -judgmental comparison can be used to promote recognition of and respect for individual differences. If the rewards are related to achievement of objectives rather than superiority over others, the way is clear for cooperation rather than competition, or for competition for excellence as opposed to win-lose competition. No one needs to lose. No one needs to fail.

Sociometric data or data comparing students might be useful if treated as part of an instructional program designed to help students learn to solve or cope with the particular problems disclosed by the data. Effectiveness in working with others in a problem-solving situation might be an example. But even in such a program, objectives-referenced rather than norm-referenced data should be used wherever possible.

QUANTITATIVE VERSUS QUALITATIVE DATA

Students and teachers often resist using numerical data, particularly for assessment and evaluation of non-cognitive performance or characteristics. We feel that most data can be quantified, however, and that more efficient and effective decisions will result from use of quantified data. Man's constructs, on the basis of which he makes his judgments, are relational and dimensional, according to Kelly (1955). With sufficient effort, we can identify the constructs being used and the polar opposites being employed, and construct a scale to incorporate the various observations or judgments that might be made.

We do not feel that it would be desirable to quantify all affective data. The use of numbers can facilitate or interfere with communication, depending on when and how they are used. Measurement which interferes with verbal feedback and interaction should be avoided. With too much reliance on quantitative data, personal contact and reinforcement can be lost. Such procedures are likely to be resented by students, who would come to regard them as mechanical, impersonal, and dehumanizing.

Measurement should support and facilitate the sharing and effective use of data on a timely basis, whether quantified or not quantified. It is quite likely that most data at the student feedback level, in a situation of openness and trust, will be more qualitative than quantitative. The spontaneous, informal sharing of observations, perceptions, and even impressions may be of more value than more formal and precise quantified data in the facilitation of learning.

NORM-, CRITERION-, OR OBJECTIVES-REFERENCED PERFORMANCE DATA

For affective measurement in particular, it is essential that a distinction be made among norm-referenced, criterion-referenced, and objectives-referenced measurement. Both measurement procedures and resulting data are different across the three types of measurement. Norm-referenced data compare an individual's performance on a given measure to the performance of others from a sample representative of a defined population. Objectives-referenced data assess his performance or progress with respect to the achievement of objectives. Criterion-referenced data identify his performance level against specified standards of achievement.

Objectives-referenced data focus on achievement of the objective itself and are more likely to be non-evaluative, whereas criterion-referenced data place greater emphasis on performance levels measured against specified standards. This is a subtle, but important distinction. While objectives-referenced data must also contain criteria for measurement purposes, the standard or performance level may not be as rigorously stated.

All three kinds of measurement can yield data needed to make decisions about individuals, curriculum, and instructional programs, but norm-referenced data from standardized tests are useful only in making gross decisions. They lack the specificity to pinpoint and delineate changes needed within a curriculum or program. Criterion- and objectives-referenced data have valuable potential for formative purposes; i.e., feedback and diagnosis of individual progress with respect to specific objectives.

Standardized tests, producing norm-referenced data, are different from criterion- or objectives-referenced tests primarily in the orientation toward selection of items. The norm-referenced test is constructed to differentiate among people. If it does not spread people out, for easy assignment of ranks, percentile scores, grades, etc., it is not considered to be a good test. In constructing a norm-referenced test, items should be related to the subject matter (and objectives if they have been specified), but this is a secondary consideration. Items are selected that are neither too easy nor too difficult. No matter how germane to the subject or objective, an item is rejected if it will not discriminate among students.

A person's score on the standardized test does not tell anyone, least of all the student, what he knows, how well he understands what he knows, or how effectively he can apply what he understands. It reveals only how well he performed on that particular test in relation to other persons taking the same test. Such a test is seldom constructed to allow analysis of test results to determine those specific areas in which the student is performing satisfactorily, those in which he is deficient, and the nature of the deficiency.

In contrast to the norm-referenced test, the concern in constructing an objectives-referenced test is how well it measures the extent to which a student has achieved the objectives. No one is concerned about how well the student does in relation to other students, except for research purposes or program evaluation. Items are not selected to spread people out, they are selected on the basis of their relationship to the objectives. Items are not considered too easy or too difficult (given clarity and lack of ambiguity) if they are good indicators of performance with respect to achievement of objectives. The purpose of the test is to determine which objectives have been achieved and which have not.

For these reasons, it is felt that criterion-referenced or objectives-referenced performance data have greater legitimacy for measurement of affective outcomes in particular. This is especially true if we accept the assumption that there should be no constraints on the number of students who are able to achieve affective objectives.

For measurement of affective outcomes, objectives-referenced measurement is preferred to criterion-referenced measurement for several reasons:

1. Criterion-referenced testing implies fairly precise performance standards. Such performance standards are often difficult to write for affective objectives, and experience has shown that affective criterion levels are often viewed as arbitrary by students even when they have participated in their definition.

2. The establishment of rigorous performance standards may provide the student with a better understanding of the way in which the performance will be measured, but it may also result in a focus on the indicator of goal achievement rather than on the goal itself.

3. Establishing rigorous performance levels would not be desirable for many affective objectives, particularly if we are concerned with individualized learning and self-actualization. For example, if an objective is concerned with continued growth and development beyond the educational program, we may wish to measure the process (the process may be the objective). Establishing and communicating expected performance levels can diminish the overall emphasis on continued individual growth and development.

4. We may not wish to measure performance in relation to all affective goals, and therefore would not want to state a performance level. Some goals may be treated as aims or directions of movement, not as a static outcome to be achieved.

5. Data not collected against specific performance standards would permit more flexible measurement procedures. The measurement of

various approach behaviors would be possible toward those more general affective objectives that appear particularly difficult to measure.

6. The use of an objectives-referenced approach would not exclude the specification of levels of performance where criterion-referenced measurement was desirable.

PROGRAM AND CURRICULUM EVALUATION

A program or curriculum should be evaluated with respect to its effectiveness in assisting individual students to achieve specified objectives. Evaluation is not as concerned with an individual student's performance in relation to other students as with his progress with respect to the objectives, and the extent to which it appears that particular aspects of the program or curriculum are contributing to or interfering with his progress. It is then possible to modify the program for each individual as necessary.

Major changes in a program or curriculum might be made if it is found that particular strategies or units of instruction are consistently effective or ineffective with a majority of the students. In this case, pooled, or consolidated criterion- or objectives-referenced data might be most useful. Determination of effectiveness might be based on (1) the percentage of students in a program achieving the objectives, and (2) the percentage of objectives achieved by the student, with an analysis of possible or apparent reasons for lack of achievement, based on other available data. Objectives- or criterion-referenced data converted to normative data might also be useful. We would still not be using norm-referenced data from a standardized test, however, unless it had been constructed in such a way that it would allow analysis of parts, or sub-scores within the test.

Norm-referenced data might be used in overall evaluation of a program, for example, in comparing performance of students in program A with that of students in program B. It would be difficult to compare two or more programs on the basis of criterion- or objectives-referenced data unless terminal objectives were similar. Standardized test data would not provide a true comparison either, if objectives of the programs were different. Regardless of how the programs are compared, their objectives have to be similar, and data have to be available regarding the effectiveness with which each program was conducted, school climate, characteristics of the student population, home and community environment, etc., before an accurate judgment can be made regarding the relative effectiveness of the different programs.

A single program might be evaluated on the basis of performance on standardized tests against national norms, but this practice is of questionable value, even with purely academic performance in such areas as reading and mathematics, unless one can be certain that the test was actually standardized on the population represented by the group in this particular program. We cannot legitimately use a test standardized with one population to evaluate the performance of a group from another population.

This is not a major consideration in affective measurement as yet. There are few standardized tests in the affective area which one could use with any degree of confidence in evaluating a school program. But we should proceed with caution in constructing such tests, and should be aware of the pitfalls in their use.

A program might also be evaluated on the basis of unobtrusive data--data available from sources other than those mentioned thus far, such as attendance, truancy, referrals to the principal or guidance counselor, self-initiated projects, parent interest and involvement, and possibly even such areas as juvenile delinquency, vandalism, etc. Most of this type of data could be obtained from sources other than the student himself. The process of collecting the data would have very little effect on the program, therefore, whereas most measurement involving the student would, and probably should, affect the program.

INSTRUMENTS AND MEASUREMENT TECHNIQUES

Armstrong, Cornell, Kraner, and Roberson (1970, p. 63) state that the most serious limitation of affective measurement probably is "the inappropriateness of techniques as related to anticipated program objectives." Most instruments have been designed for norm-referenced rather than criterion- or objectives-referenced measurement. This is an important consideration when reviewing instruments for affective measurement.

Selection of instruments for testing and use in affective measurement should be based on the affective objectives which are established and the data that will be accepted as evidence of their achievement. It is doubtful that many available instruments would be acceptable in their present form.

Some procedures, i.e., certain classroom observation systems, rating scales, questionnaires, etc., lend themselves to adaptation and modification. In the majority of cases, however, new affective instruments will need to be developed and tested for objectives-referenced measurement.

Instruments which appear to show the most promise for affective measurement, as well as those seen as having little or no utility, are discussed briefly below.

1. Standardized instruments (interest and preference tests, attitude surveys, value and personality inventories, etc.). It is not advocated that much, if any use be made of standardized instruments for collection of data for direct classroom feedback. Some standardized instruments might be useful for program or curriculum evaluation or research, where norm-referenced data were desirable.

2. Projective instruments and techniques. A number of projective instruments are available, generally for clinical diagnosis or personality measurement. Projective instruments employ a variety of approaches such as sentence

completion, word association, reactions to pictures or inkblots, etc. Interpretation and scoring of such instruments for the most part require subjective decisions by professional testers. This tends to decrease the utility of such tests for classroom use, if we are seeking to identify instruments easily used and scored by teachers and students, on measures which would provide timely feedback.

The psychological nature of projective tests also has raised numerous questions regarding their use. Straightforward techniques that produce data more accessible and understandable to the student would be more in keeping with the affective objectives of education.

In short, _the time-consuming and complex nature of projective tests presents obvious difficulties for adapting, developing, or using this type of test in affective education_. However, it may be worthwhile for school counselors or psychologists to use such instruments occasionally to diagnose and treat students referred to them with special problems in the affective area. Their use should be governed by local school policy or professional discretion.

3. _Rating and Attitude Scales_. It would appear that rating scales (including self-ratings) and attitude scales would provide the most useful data for affective measurement. In affective measurement we have little concern for knowledge of facts or understanding of concepts. We are primarily concerned with such things as beliefs, attitudes, attributes, characteristics, and behaviors as they relate to affective goals of education (See the Affective Goals Paper). **These can best be determined through self-report or through the observations and judgments of raters.**

Rating scales provide the most direct measure of observations, perceptions, and judgments, and for the most part are easily administered and scored. They have their drawbacks, of course. Helmstadter (1964, p. 181) said that "the problem with impressionistic judgments of broadly defined 'traits,' especially when recorded some time after the observations are made, is that such ratings do not often reflect actual behavior." The more concrete and specific the behavior being rated, the closer in time the rating is made to the actual occurrence of the behavior, and the greater the opportunity of the rater for observation of the behavior, the more accurate the rating is likely to be. Validity and reliability of rating scales can be improved through careful construction of the scales and training of the rater. With some training, teachers and students could construct and make effective use of rating scales.

Attitude scales differ from rating scales in that they are designed to measure "the degree of positive or negative affect associated with some psychological object [Thurstone, 1946, as quoted by Edwards, 1957, p. 2]." Attitude is used very broadly here, to include beliefs, values, motivation, preferences, expectations, and the like. In an affective education program, these are as important to measure as characteristics and behavior.

4. Interaction Analysis and Climate Instruments. Climate and interaction instruments generally measure the conditions present in a classroom, or what is often referred to as the affective climate of the classroom.

The most common technique for climate measurement is the classroom behavioral observation system. The use of such systems in the past has too often been limited to research, teacher training, and occasional teacher supervision. A majority of these systems have been devised to focus on affective interaction, although a number deal with the cognitive and a few with both cognitive and affective interaction.

Major drawbacks in using these complex systems for affective education are the personnel (and often the equipment) required for data collection and coding, as well as the delays in feedback. Modifications in these observational systems seem necessary and possible. It is believed that students can be taught to use these tools to monitor their own approaches to learning and patterns of behavior (Simon and Boyer, 1967, p. 23). Teachers could also modify these instruments to monitor their own behavior.

Simpler classroom climate questionnaires are also available. These instruments generally focus on student and/or teacher perception of what occurs in the classroom, and are sometimes referred to as perception of environment measures. Other climate instruments deal with the overall school environment, the family, and the community.

5. Other instruments and techniques. Other techniques, i.e., situational tests, participative games, interviews, sociometric measures, rankings, and traditional testing methods such as essays, true-false tests, multiple-choice tests, and questionnaires, may be useful in some cases for affective measurement, but should be used carefully to avoid authoritarian, "right answer" responses. The comparitive nature of the sociometric technique and its implications for affective measurement have been discussed previously.

PROBLEMS AND CONSTRAINTS

A major problem in implementing the approach to measurement proposed here is the traditional experience and expectations of administrators, teachers, and students. Even if one can accept and understand the need for change, long-standing expectations and behavioral patterns are difficult to change. The change to criterion- or objectives-referenced measurement is difficult when we have been accustomed to norm-referenced measurement or measurement that requires little more than recall of facts. Even with criterion- or objectives-referenced data, there is the danger of comparing the student with other students, and labeling or treating him as inferior or superior.

A frequent complaint of measurement or evaluation specialists is that the data they provide are either not used or misused. With a focus on simplified approaches and techniques that can be used by the teacher and student in the classroom, however, this problem may be overcome. Some teacher training will be required, however, to train teachers to use these techniques and to break down the traditional dependency on the measurement specialist.

An authoritarian structure and interaction process within the school will also inhibit effective implementation of the participative, student-oriented measurement process necessary for the achievement of affective objectives mentioned previously. In the typical authoritarian environment, there is considerable resistance to accepting the student's assessments and evaluations as a legitimate source of measurement data and refusal or failure to involve the student in the measurement process (identifying data needed and developing and using instruments to collect, analyze, and interpret data).

Inertia is also a major problem, the lack of willingness or initiative to experiment or to participate in the development of an effective measurement program. This is true of persons at all levels, of course, administrators, teachers, and students. Many persons are satisfied with the status quo, even though they feel it is not the best possible system. Some persons, particularly students, are pessimistic and cynical regarding the possibilities of change and will not put forth the effort. Some find security in a system with which they are familiar, and are thus resistant to change.

It is difficult to overcome the student's view of measurement as being primarily related to grades. With the importance that grades usually assume, the grade is the objective. For the achievement-oriented student, if something does not contribute directly to the grade, it isn't worth bothering with. When grades are perceived by a student as punishing and controlling, he is likely to resent and resist any measurement. It would be difficult to convince him that any type of measurement would be useful and helpful to him.

When it is felt by students that measurement might be involved in establishing a grade or in their evaluation by the teacher, they will often try to provide socially desirable responses, or responses they feel the teacher wants. This is a particularly serious problem in affective measurement, in which there seldom are right and wrong answers and where one has to rely on sincerity and honesty in reporting. It is not easy to develop the kind of trust required if the students have been accustomed to an authoritarian, coercive, or even paternalistic environment.

If affective objectives are developed that are meaningful to the students and their teachers, and if measurement is perceived as part of the learning process, directly related to these objectives, most of these problems can be overcome. The more students and teachers are involved in specifying objectives and developing measurement procedures, the more probable the conditions will exist for an effective affective program. Affective measurement is very much dependent on a measurement process designed and conducted with affective outcomes in mind.

APPENDIX A

DEFINITION OF TERMS

Because of the confusion surrounding the inconsistent and sometimes conflicting meanings assigned to key terms, and because of the importance not only of communication but of avoiding confusion in our own use of terms, we feel it essential to propose a few definitions. Three terms in particular, measurement, assessment, and evaluation, the definitions of which have been debated in recent literature, have caused considerable confusion (Bloom, 1968; Glass, 1968; Scriven, 1968; Stake, 1969). They are often used interchangeably, or are assigned different meanings by different writers. The term "description" has been added, because as defined here, it is important to distinguish from the others.

The meanings assigned will be quite arbitrary, but it is essential that the following operations be defined, distinguished, and named for clarity and precision in communication. Measurement is defined as the: collection, organization, analysis, and interpretation of quantifiable data for the purpose of description, assessment, or evaluation.

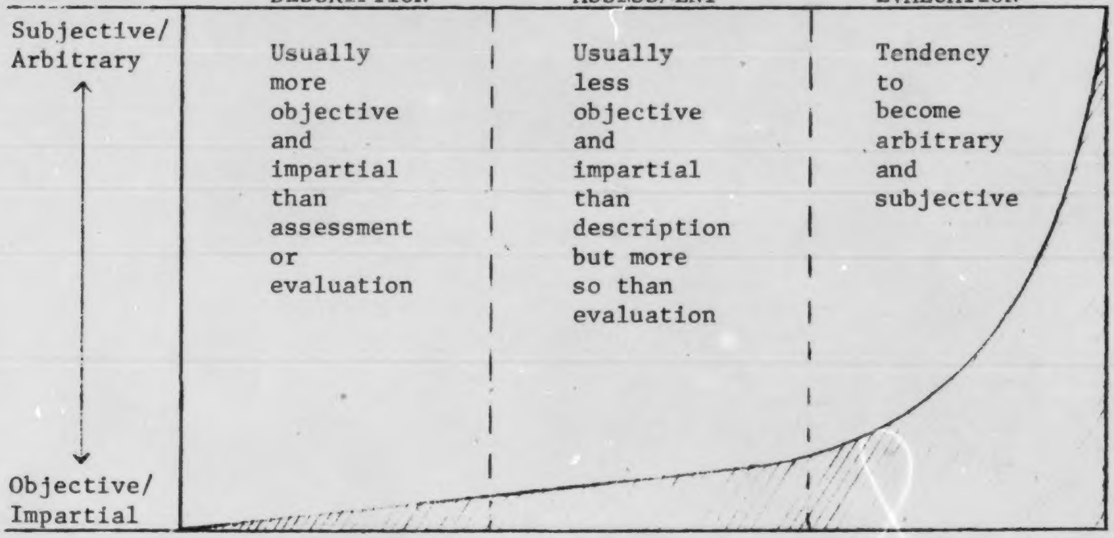
Measurement is used here as a global term, encompassing description, assessment, and evaluation based on numerical data. More literally it describes the process by which data are assembled for these purposes. Reference is made to "quantifiable data" to distinguish it from other, non-quantified data which might be useful for feedback or decision making. We would not want to preclude a teacher or student's use of intuition or "feeling" in making decisions.

Description, assessment, and evaluation are defined in Table 1. One critical difference among the three operations lies in the degree of subjectivity or arbitrariness versus objectivity or impartiality. The graph in Table 1 attempts to portray the differences on this dimension. Openness to feedback on the part of the person or persons whose activities or characteristics are being described, assessed, or evaluated is very often directly related to the apparent subjectivity/arbitrariness or objectivity in the process.

A second critical difference is the purpose of the operation, which becomes more potentially threatening as it moves from description to assessment to evaluation. Sharp separations can seldom be made between the three, but it is important to attempt to make the distinction because of the possible negative consequences of increased threat. It is particularly difficult at times to make a clear distinction between assessment and evaluation, or to prevent what should be assessment from becoming evaluation. This is one of the biggest obstacles to effective feedback.

It is important that we recognize the interaction of increased subjectiveness or arbitrariness in judgment with increased potential significance of decisions made. It should also be recognized that the sequence in the total process should be data collection, description, assessment, and finally evaluation. Too often, we make hasty evaluations on the basis of very personal values and standards and then seek to collect data to support the evaluations made.

TABLE 1. COMPARISON OF DESCRIPTION, ASSESSMENT, AND EVALUATION



DESCRIPTION	ASSESSMENT	EVALUATION
Usually more objective and impartial than assessment or evaluation	Usually less objective and impartial than description but more so than evaluation	Tendency to become arbitrary and subjective
Collection and organization of quantitative or qualitative data	Analysis of a behavior, process, program, outcome, state, condition, etc., With respect to plans, procedures, objectives, standards, and criteria	Analysis of the results of assessment data Against standards, criteria, or values (often personal)
For the purpose of describing, depicting, or defining a behavior, process, program, outcome, state, condition, etc.	To identify deviations and discrepancies;	To determine worth, value, quality, importance, effectiveness, efficiency, practicality, utility, etc.
	For the purpose of determining needs and alternatives.	For the purpose of selection/acceptance or rejection, approval or disapproval, determining inferiority or superiority, or establishing priorities.

DESCRIPTION

Description, as defined here, provides information about a particular student behavior, teaching method, student-teacher interaction, instructional program, etc.--its main features, special characteristics, frequency, sequence, time of occurrence, etc. Descriptive data could be used for assessment or evaluation but would not have to be used for either. Such data, for example, would be useful or perhaps necessary if it were decided that a given program should be repeated, or just to acquaint persons with the programs.

ASSESSMENT

Assessment as used here is likely to create the greatest number of problems. It is often used interchangeably with measurement, description, and evaluation. Its derivation would suggest measuring or determining the value of something, but it is also used quite often as defined in Table 1. Since we have been unable to find a term that represents the non-evaluative operations described, we have arbitrarily decided to use the term assessment. It is a very necessary and important process in educational measurement.

Assessment goes beyond description in that it relates what exists or what has occurred to what was planned, prescribed, or expected. The purpose of assessment is the determination of learning needs by identifying discrepancies which exist between what was planned or established as objectives, procedures, strategies, standards, criteria, etc., and what actually occurred. Assessment could take place at any time during a program or learning sequence, i.e., it could be formative or summative in nature, but it stops short of evaluation, the act of judging worth, value, utility, etc.

EVALUATION

The definition of evaluation given here is consistent with that given by Glass and Worthen (1970), who state:

> "Evaluation is the determination of the worth of a thing. It includes obtaining information to judge the worth of an educational program, product, or procedure, on the potential utility of alternative approaches designed to attain specified objectives."

Evaluation involves making a value judgment as opposed to a non-evaluative assessment. As stated earlier, however, the distinction between evaluation and assessment is sometimes fuzzy. The judgment involved in defining a state or condition with respect to plans, objectives, or expectations is not always value-free. When determination is made of performance or progress in relation to plans or objectives, a value judgment is difficult to avoid. We feel it is important to make the distinction, however, and to strive toward awareness of the extent to which a given measurement is an assessment or an evaluation.

REFERENCES

Armstrong, Robert J.; Cornell, Terry D.; Kraner, Robert E.; & Roberson, E. Wayne. The development and evaluation of behavioral objectives. Worthington, Ohio: Charles A. Jones Publishing Company, 1970.

Bloom, Benjamin S. Toward a theory of testing which includes measurement-evaluation-assessment. Occasional Report No. 9, Center for the Study of Evaluation of Instructional Programs, University of California at Los Angeles, October 1968.

Bloom, Benjamin S.; Hastings, J. Thomas; & Madous, George F. (Eds.) Handbook on formative and summative evaluation of student learning. New York: McGraw-Hill Book Company, 1971.

Bonilla, Eduardo Seda. Cultural pluralism and the education of Puerto Rican youths. Phi Delta Kappan, Vol. LIII, No. 5, Jan. 1972, pp. 294-96.

Bowers, C. A. Accountability from a humanist point of view. Educational Forum, 35, May 1971, pp. 479-86.

Glass, Gene V. Comments on professor Bloom's paper titled "Toward a theory of testing which includes measurement-evaluation-assessment." CSE Report No. 11, Center for the Study of Evaluation of Instructional Programs, University of California at Los Angeles, September 1968.

Glass, Gene V., & Worthen, Blaine. Personal communication. Appeared originally in a technical paper published by the Laboratory of Educational Research, University of Colorado, Boulder, Colorado, 1970, now out of print.

Glasser, William. Schools without failure. New York: Harper & Row, 1969.

Helmstadter, G. C. Principles of psychological measurement. New York: Appleton-Century-Crofts, 1964.

Kelly, George A. The psychology of personal constructs. New York: W. W. Norton & Company, 1955.

Lessinger, Leon M. Every kid a winner: accountability in education. New York: Simon and Schuster, 1970.

Scriven, Michael. Evaluation as a main aim of science: comments on professor Bloom's paper titled "Toward a theory of testing which includes measurement-evaluation-assessment." CSE Report No. 10, Center for the Study of Evaluation of Instructional Programs, University of California at Los Angeles, September 1969.

Simon, Anita, & Boyer, E. Gil. (Eds.) Mirrors for behavior: an anthology of classroom observation instruments. Philadelphia, Pennsylvania: Research for Better Schools, Inc., 1967.

Stake, Robert E. Language, rationality, and assessment in improving educational assessment. In Walcott Beatty (Ed.), An inventory of measures of affective behavior, Association for Supervision and Curriculum Development, 1969.

Thurstone, L. L. Comment. American Journal of Sociology, 1946, 52, pp. 39-50, as quoted in Edwards, Allen L., Techniques of attitude scale construction. New York: Appleton-Century-Crofts, Inc., 1957.

Wight, Albert R. Affective goals of education. Monograph, Interstate Educational Resource Service Center, Salt Lake City, Utah, Nov. 1971.

Wight, Albert R. Behavioral Objectives in Perspective. Monograph, Interstate Educational Resource Service Center, Salt Lake City, Utah, October 1973.

APPENDIX D

A TEACHER'S JOURNAL IN AN AFFECTIVE KINDERGARTEN PROGRAM

Introduction

The following journal was selected from a number of reports of teachers' efforts to implement an affective program in their classrooms. It was written by Carla Craig, a kindergarten teacher in the East Grand School District, Granby, Colorado. It was selected because it is the most complete journal submitted by any of the teachers who participated in the affective project. It documents the personal investment, frustrations, problems, struggles, and rewards of one teacher seeking alternative approaches to the facilitation of student affective growth and development, after eighteen years of cognitively oriented teaching. The journal records Carla's initial reactions to the affective project, and her decisions and plans to change from a "traditional" classroom to a more "open" environment which hopefully would better meet children's emotional and individual learning needs. It reveals her doubts and conflicts as she experienced the difficulties of change, and her feelings of excitement and success as she saw five-year-old children assuming responsibility, working together, solving problems, creating, and developing to an extent that she had never seen before.

Carla was fortunate in that she had a small class last year, when she began her experiment. This year she has double the number of students, but she reports that her new approach is working equally well. She was fortunate, also, in that she had a supportive administration, an excellent aide, and friends among the teaching staff with whom she could share ideas and discuss her frustrations.

August 24, 1972

MEMORANDUM

TO: Dr. Wight; James Doxsey; Mr. Weatherill, District Superintendent; Mr. Cress, Principal

FROM: Carla J. Craig, Kindergarten Teacher

SUBJECT: Proposed Project for the Workshop and Forthcoming School Year

GOAL: To REALLY make an effort to meet each child at his individual need and move him in a positive direction. What is child going to gain?

DISCUSSION: For several years I've been toying with the idea of a well-planned free guided-choice classroom. This year, with the additional planning time and assistance from the IERSC workshop staff, I feel ready to begin exploring such a program for the kindergarten 1972-73 school year.

I see failure patterns starting in kindergarten and I hope that really moving a child only as his interest germinates may be a way to stimulate all learning.

EXPLANATION: With the understanding that part of the kindergarten program is already on a free choice basis, I hope to go one giant step further and have the entire kindergarten program on a free choice basis.

This entails:

1. Approval from Mr. Weatherill and Mr. Cress.
2. Much planning time now and during the school year.
3. Any and all available assistance and frequent meetings with Mr. Cress and Dr. Wight.
4. Option to re-evaluate or stop the program at any time.
5. Revising my entire thinking and the kindergarten daily, monthly, and yearly schedules.
6. Devising a quick method of keeping record of each child's progress.
7. Foregoing the ITPA* testing program this year. The time is needed in the classroom.
8. Report cards. We can either have a teacher note to the parents at reporting period and the usual parent-teacher conference, or we can invite the parent into the classroom with a teacher-parent conference at th end of the class, scheduling this so each parent is in the room twice.

---

*Illinois Test of Psycholinguistic Abilities

I want to go completely free in my classroom this year. I'm not sure what this entails, or if it's possible. I want to explore all the possibilities and see if we can get away from the structured day we've always had. I will need Mr. Weatherill's and Mr. Cress's permission, after I've explored this in my own mind.

I'm not sure this works in with the proposed project for the workshop. However, I'm enthusiastic and excited about it, regardless.

I will need first to think through and write down the old daily schedule and see if I can improvise a new one. It involves almost a complete revision of the year's unit work and many days' lesson plans.

Is this affective learning? I think so, for what I hope to accomplish is to give my children the freedom to choose the activities they wish to be involved in at a given time. I envision offering a reading program and math, but allowing the child to decide if he wishes to be involved.

That causes many problems, because the reading and math program is a continuing thing. It may involve changing the whole structure.

How did this begin? I'm not sure. Somewhere someone or several someones dropped a thought or thoughts and going home from the first day of the workshop, I suddenly realized I was ready to stretch out and try a classroom where we aren't bound by time or books.

For years I've helped to start failure patterns by cramming cognitive material down children's throats before they are ready for it. We've progressed, but now let's chuck the textbooks, the ideas that the children have to know this and do this by the end of the year.

CARLA CRAIG'S JOURNAL

August 23, 1972

What am I getting into? I began this workshop with the feeling that if it wasn't of value to me, I would not continue with it. It seemed more important to be at camp, where affective things are happening, than to be here talking educational jargon.

We began as an elementary group, to talk about kindness. It seemed to be going very well and then Jim introduced a paper on how we functioned in a group. It stopped us cold. I began to feel hostility toward Jim, then I realized it was toward myself. I also was I wanted to be directed. I didn't want to be challenged. I didn't want to be involved. We began to talk about how these feelings affect our children. How we have learned best in the past. Carolyn made a statement about having an idea beginning to germinate about having an open classroom kindergarten, not being bound by our textbooks, to simply allow the child to learn.

As I thought I became excited.

August 24, 1972

I asked Dr. Wight if my proposed plan for the kindergarten would meet his expectations for the workshop. He said it would. I then determined to clear it with Mr. Cress and Mr. Weatherill and to discuss the idea with my paraprofessional, Betty. I spent most of the day thinking how to facilitate this, questioning and writing a paper to present it to Mr. Cress and Mr. Weatherill.

I discussed with Lisa what this did to my role as a teacher, to me as a person. It posed questions, as I wondered if I really wanted to let loose of the "power".

I listened in on a meeting and watched again people reacting to having to look at themselves, frustrated by being blocked from completing the task. I believe we are a goal-oriented group.

I learned much about me, how much self is still in the way. I give only where I wish and withhold so often. Lord Jesus, teach me to love, to really love.

August 25, 1972

5:30 a.m. - I woke with the thought, "Good grief, what am I doing to me? Why am I rocking such a comfortable boat?" The kindergarten goes beautifully, it's taken me years to achieve this.

9:00 a.m. - At a first hour individual meeting with Dr. Wight, he asked a question that made me see whose goals I am comfortable with--my own.

He said to build on the child's interests, curiosity, knowledge and skills, expanding his awareness. Stretch him a lot, challenge him. Capitalize on his experience (in and out of school), on discipline and on other contact with the child (even a written contact). He explained an experiential learning model.

10:00 a.m. - Dr. Wight and I talked with Mr. Cress. He seemed in agreement with my plan.

10:45 a.m. - Betty and I talked for some time over ways of facilitating this and what it means to us.

1:00 p.m. - Mr. Cress and I again talked and he asked that I understand that he expects me to be in charge of the situation. He doesn't agree with complete freedom on the child's part. I assured him we were in agreement.

I have decided to keep this running account of what's happening because my feelings and goals are changing so quickly. I find I'm looking for answers from those dear to me, not afraid of the challenge, but very sure I'm not seeing the whole picture yet.

What do I mean, freedom? Freedom to choose what I've outlined for them? How will this work? Dr. Wight asked me to think through what the child will gain from this. Interesting, because I always thought I was doing what was right for the child. Now, I see I've been doing what was expected and what was right for me.

Okay. So what will the child gain from this? Independence--an ability to make decisions (something I can't do). He'll work on areas he's interested in, he's motivated about. Will he achieve self awareness? Yes, but he would in the regular way. No. I've gained more self awareness from this workshop. It's handled the way a classroom should be. I'm aware of me in the group, my needs in the group.

If a student makes more decisions about sharing and his activities, etc., he will become more aware of the needs of the others in the classroom. I love this, but how to facilitate it?

August 28, 1972

I began to plan the first day's activities and soon discovered that some things have to remain. Rules that affect safety, for example. Rules that facilitate smooth-running, well-organized classrooms.

I began to approach the idea Dr. Wight suggested about what the child can gain from this. First day--I explored security and rejected it. I also began to be aware of how I ask questions of children, always expecting to lead them to my answers.

I looked at the question of how to ask questions to the elementary group and we discussed much. Each time, I think, becoming a lot more aware of how we do dominate a child's thinking.

Some of us felt there are areas where a child must do things because they have to be done. Some thought he had the right to question. I think he has the right to see why he should do something, but he still should do it. We then talked about areas that we feel a child must assume responsibility in. It's obvious he must. That's why. These are things we all have to learn. I just need to think and think.

August 29, 1972

Ideas, first things where? Show and tell--put on a table. Children ask whoever they want to see what they brought. Completely unstructured, no starts. (Others have the right not to see.) May also play with whatever is available.

Math book--no individual books. Children may look, decide on a page, do it, and help others do it.

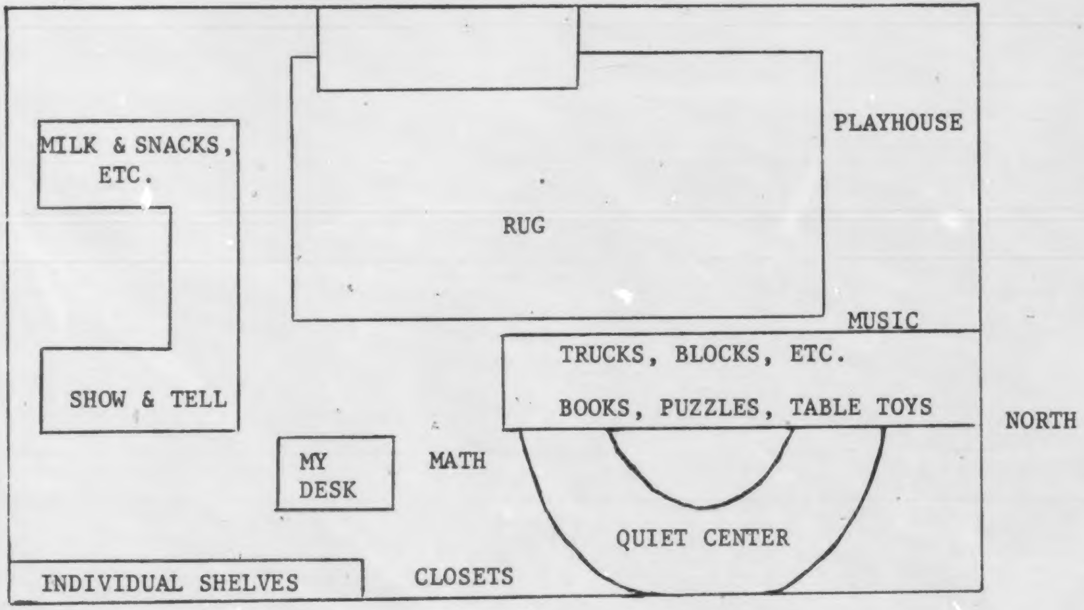
Music--with others working on Sesame Street in the morning and another group playing at a table.

Perhaps eliminate large table at center. With large groups coming together on the rug, need more rugs; space. Milk is a problem because we all come together for milk.

Calendar is optional, but we'll cover the numbers and let the child see if he knows what today is. No group thing unless asked. Another activity that will probably work into child-oriented small group discussion.

I'm excited.

Floor Plan


PLAYHOUSE
MILK & SNACKS, ETC.
RUG
MUSIC
TRUCKS, BLOCKS, ETC.
BOOKS, PUZZLES, TABLE TOYS
NORTH
SHOW & TELL
MY DESK
MATH
QUIET CENTER
INDIVIDUAL SHELVES
CLOSETS

First Day Plans:

Free choice. Name tags on. Name quickly checked on sack or box. Child free to explore, while one of us tends to individual needs or free choice, the other visits with child while putting his name on his things and finding individual box place for his things and putting graham crackers away.

When done, call group together with bell, explaining always to come when the bell rings. Show, take to bathroom. (Explain doors and that they may go individually.) Put up a "Stop light" to show when someone is using the bathroom.

Free choice and music--for those who wish to join in. Small group discussions about--as we go along what do you like about what you're doing? Is there something else you'd like to play with now? Suggest alternatives. Perhaps you'd like to..., or me to read you a story. Choose what book you'd like me to read. Do you have a friend? What's his name? His name is around his neck. What do you like about your new/old friend? Or would you like to find a new friend to play with?

Bell. Recess--prior to recess explain the rule of staying together and why (because teachers always need to be able to see everyone, in case anyone gets hurt. If someone is slow, we wait for our friends. No one plays on the slides or teeter-totters today, because they are dangerous.

After recess and before milk, discuss what happened. What did you like on the playground? What did you play with? Who did you play with? What would you like to play with tomorrow?

End day with milk and story. Maybe one child can choose the story.

August 31, 1972

A long day at school. Two days, really. It seems we've made all these plans, a beautiful Kindness bulletin board in the main hall, etc., and already teachers are fighting with one another. The principal spoke on all the rules for school, discussed no talking in the lunch room. It all seems so contrary to the way I'm thinking.

Betty and I spent the day getting the room and boards in order. We went through the first day's lesson plans and ideas yesterday. She was in agreement.

I'm even building a new bulletin board, not risking to be tied to the old way anywhere not necessary. Have begun a large lesson plan book in a loose-leaf notebook. The usual one is too small.

What will the child gain? He will be more stimulated, more aware of what he's doing, what he's thinking. How he feels in the group. He'll be involved in planning for the next activity or thinking out what he wants to do. How he wants to do it. I'll try to find ways to keep him at this. I keep wondering if there will be enough time.

Calendar! I think we'll have to do the Calendar a few times to show what it's about for the children, or perhaps we can do it this way, "Who would like to know what today is?"

September 1, 1972

Busy day preparing the room.

September 5, 1972

Everyone else began school, but we just registered in the morning. Just 27 children. What a blessing! Thirteen in the morning class and fourteen in the afternoon. If an unstructured plan is going to work at all, it should happen here.

We prepared the room this afternoon. We've never been better prepared, thanks to all those extra days.

I have misgivings about this. I keep looking at the lesson plan book and think, "How can I possibly function with just free choice all day?" My security is a full lesson plan book, for heaven's sake!

September 6, 1972

First day at school. We had free choice all 2 1/2 hours. The children moved from area to area. I did individual activities with names and boxes, while Betty managed free play. When I was done, we came together to discuss the dangerous swinging doors and we showed how to use the soap and towel dispensers in the restroom.

Then added art to free play. The morning class all wished to participate in art. The afternoon class, only a few.

We had music with only a few choosing to enter. Others wandered and listened. (I forgot music in the afternoon.) We came together for clean up and discussion of recess rules. No dangerous slides or teeter-totters. Stay with teachers. Come when bell rings.

Rained out at recess after about seven minutes. Had a snack, milk, and a story. I felt the children were much happier and freer at the end of the day. All had participated in the story, whereas before by storytime everyone was usually pretty well worn out and restless.

One child needed to have things to do. She wasn't satisfied at all with free play, very mature and anxious to show me what she learned at home. So we had a few minutes to hear her "B sounds."

One boy wandered from activity to activity, never settling on any one thing. However, I think he was more relaxed by the end of the day than he would have been in the old structured way.

As for me--Boy! I find myself sitting there wondering what to say and the moment it gets loud, which it does, I want to pull them all together and change activities. I'm not used to working with individual children and I feel like a duck out of water. Betty handles it much better than I do, which smarts the old ego a lot. I think I like it better, but it's too early to tell. For sure I've got a lot to learn!

September 7, 1972

It's great, the freedom! The individual things that are happening. The children are so creative and free!

We had music for thos interested. Only a few actively participated, but all the rest listened or sang along as they continued their projects.

It's going to take all I've got to keep some busy. Most seem content just to play.

One child at recess came down the slide too close to another. Asked not to the first time. Explained why not the second time. Warned the third time. Told to stay off the slide the fourth time. Child then decided to see if I meant it and headed for the slide saying, "I won't do it again." I lifted him off and told him he was off the slide for the rest of the day. He cried quite loudly, but recovered quickly. No further problems, though I expect to bump heads again, as he's very used to having his own way.

I'm still out of place in this room, but beginning to see the beauty of it. Gosh, I'm used to ruling and being in command.

Glad for Betty!

I'm keeping individual running remarks on each child. Helps us see progress.

September 8, 1972

Tried free choice math today and it was a disaster. The children who decided to join in were so rowdy and unsettled. All else went well.

September 8, 1972

Started individual progress charts. Soon discovered as I worked with one, several wanted to join the fun, so I just worked in math that way. What a lovely day! Almost two hours of children moving from center to center. It's so quiet. Although only having fourteen in one class and thirteen in the other makes a big difference. We've already begun writing stories as the children tell us about the pictures they colored, drew or pasted. Betty is observing one specific child a day, while I work with individuals. It seems to be going very smoothly. Certainly the children are happy and beginning to remember a few manners while we have a large group discussion.

September 12, 1972

A good day. We had individual choice until 10:15 and then went on a walk looking for things of fall. Such a beautiful day! The seeds blew and the leaves fell and the birds flew. We enjoyed.

George was so unsettled this afternoon. Seems to have some serious problems at home, as he was after one child or another all afternoon.

Our special centers were a listening center and painting. I'm working individually with the children to see how much they know in rote learning.

Lots of group play and planning to go on.

September 13, 1972

A different day. Met a large part of the morning with Dr. Wight and staff. Discussed what was happening and became aware again of the necessity of my learning how to evaluate and have the children evaluate what they are doing. A freeing thought was that I try to assume the responsibility for the children's behavior instead of assisting them to see why or why not they need to change that behavior.

Jodi on the playground demanded much of my time, needing to be pushed a lot. Finally she said, "Teacher, just push me once more and I won't ask again." I reinforced that and agreed and then refused to push her again. Wondered if that was right, but I felt freer being able to say to myself, I do not have to meet her demands.

Interesting! Because this then carried over to lunch hour as we walked and talked and decided that we do need to tell people-children-husbands and family when we don't like behavior and why. Betty said, "But always done in love." It's hard to love when I'm angry, but getting it out might ease the situation.

The afternoon was spent in a conference with all the workshop participants. It was so good to hear what others are doing, a feeling of closeness to teachers I've never felt close to before.

A kindergarten teacher from another school came in after class and we talked for over an hour about how she felt and what I'm doing in kindergarten. She'll be in to observe.

I'll try to write what I think the other teachers might be interested in.

September 14, 1972

A discouraging day. The children were so undisciplined it bothered me, talking during quiet times. It seems we just must set some rules, for that time. It's such a pain. The afternoon class was especially unsettled. We have about four who for one reason or another are disturbing elements. We decided to give two or three choices tomorrow of what they could do. One: a girl has just played all the time in the playhouse. Her background indicates that she has not really played with others. Her security seems to be getting all dressed up and playing mother. She's bossy, too. We just think she needs to be challenged. The other little boy flits from group to group causing chaos. We'll talk to him, give him choices and see that he no longer disturbs others.

Some of the play today wasn't constructive, and I find myself wanting to resort to the old ways. Actually, I'm unsure what to do. It's a miserable feeling!

We also discussed observation with Dick, a psychologist, of the Children's Study Center, and decided it may not be proper the way we're doing it, but it meets our needs at this point. So be it. I'm tired and discouraged tonight.

September 15, 1972

Much better today. We (Betty and I) were more in control. Such as: simply telling them before music (or whatever) that although they didn't need to participate, if they did participate they must follow certain rules, such as good behavior. (We tried discussing this with the children and found they aren't ready to respond to the group) However, it's working on an individual basis. Such as: when Jane called Ellen a dum-dum and Ellen didn't like it, we discussed how it made her feel, etc., worked fine. But brother, in order to survive these children are simply going to have to be quiet during quiet activities. Just because that's the way it is.

September 18 and 19, 1972

Not enough time! I have the feeling of being so inadequate to meet individual needs. I need to read so much more and haven't time!

Well, have decided to see individually three children a day. That way I'll see everyone each week. Am working in small groups with colors, using games, and numeral block designs. I think I'll begin math books soon.

We've been very firm about behavior during quiet times! I'm not sure I like this. I think eventually they may have discovered they couldn't hear each other. But, I simply couldn't function with all that noise.

Also had one little fellow who refused to do what I asked him to do. He then had two choices: I made him sit away from us, when he refused to obey. Amazing result. He felt much happier after the incident. It seems he needs the security of knowing where the limits are.

We're doing so much on the individual level of observing and finding where they are. I know I know more about the children than I ever would have at this time a year ago.

September 21, 1972

Am finding that it's necessary to structure more than I thought. I can't get to all the children and am seeing the same ones over and over again, while others are too shy, or too busy, or too anti-doing-anything to join in. Have thought about it and have decided. I believe it's necessary for all children to be exposed to the kindergarten subject matter. So, I've made a plan where I've grouped three groups of about five according to ability. I'll see each group every third day for math and readiness work.

It's fine to let them choose music, or go between art and free choice centers. But this is something they will have to do. I realize I'm again running the risk of turning some off and if I see that happening then those children will be handled a different way. But at this point too many are needing and asking for material and I can't do it individually and meet the needs of all. Nor am I sure, at this point, who can handle it and who can't. I simply must present it and find out.

Discipline. It seems as I've observed and listened that the children are _needing_ the security of firm discipline for a fact. _I_ cannot function any other way. I believe children should obey me, when I ask them to do something. I do not think it's expecting too much to ask them to follow certain rules. I cannot function in chaos and I doubt if some of them can. So we're back to the you mind me or else choice!

I feel like I've failed. But in reality it's still free choice for better than an hour.

September 22, 1972

Well, a beautiful day. The morning class was so motivated by their things. One child had said if I brought an iron and wax paper she'd show me how to do something. So she made a leaf picture and showed others how, while a little boy discovered how to make a pirate hat and before we were through we had all sorts of hats. Worked invidually on colors and numerals and it just went well. Some wanted to know what animals do in the winter. Asked me to tell them about beavers next Monday.

The afternoon class is not so interested in art activities and far more unsettled. So we "parked" the trucks this afternoon and with a lot of guidance here and there had them doing some interesting things, at least. I feel they're off and starting. The two boys I disciplined so firmly yesterday were well behaved and happy today.

So be it. Discipline is indeed necessary!

No group work yet. As long as we had a day like today we can go a bit longer this way.

September 25, 1972

It's a busy time for me today. Had to call all the parents this morning to invite them to a back-to-school night. (Where I'm to explain why we aren't having a report card) I'm not ready yet! So didn't teach much this morning nor this afternoon.

Did close the playhouse and park the trucks for the afternoon in an effort to see if we could stimulate the children with other things. They still did very little with art, preferring building toys and hammer sets. Will continue tomorrow. Did see some beginning to plan.

I like our evaluation period, where we find out what they did and how. Especially in the morning class this seems to stimulate them to do something else.

A good day.

September 26, 1972

Another good day. We still have the playhouse closed. Have introduced a sand box and I began the "individual prize" board, where a child can come and tell me those rote memory things at his own pace and he gets a prize. These are usually things the parent teaches at home (if not, children or I help those who want to memorize something).

The morning class especially is turned on and I see hope for the afternoon.

September 28, 1972

A good morning. The children moving from activity to activity. Really interested in and trying many new things. The enthusiasm is so high. Many of the "would-be" problem children are so happily engaged in creative activities.

Danny (the little boy who is so aggressive - slide) worked all morning by his own choice, on the alphabet. He's excited about it, wanting to learn.

Billy who says "I don't want to" at everything by his own choice came to me wanting to have me help him learn his birthday and telephone number. He made and pasted a book, etc. A real breakthrough for him.

We still have those who aren't ready, but they are so happy and busy at their own thing.

The afternoon is completely different. No creative art work today. Mostly sandbox, trucks, playhouse, etc. Yet they are beginning to experiment a wee bit. Billy had a good thing going with a recall card game.

We must split up Dean and Ruth. He was gone yesterday and she participated today. He just told her what to do and she did it. Probably will move him to the morning class. The stronger children should help him and she'll be free to do her own things.

Told the parents about no report cards last night. Had no problems, as yet. Have been telling individual parents what we're doing. So far all is well.

October 3, 1972 - morning

In the morning class, for several days the children have been having problems with who sits in which chair. We had decided to choose a chair each day for the whole day. However, it became apparent that this wasn't working too well, for some children and we were having a lot of "That's my chair," "No, it's mine" stuff. At any rate, today with all children interested and joining in, we tried to solve the chair problem. They did it! Offered suggestions, rejected them. Finally came to an agreement among themselves. They'll sit in the same chair for two days. And the beautiful thing is it's their responsibility.

Billy (the "I don't want to do that" boy) chose to work on his zipper today. He is one determined little fellow. Finally mastered the zipper on another boy's coat on the table. He's still not able to do it on him, but he's determined to try.

Danny (the other "I don't want to") is almost on top of his alphabet and enjoying it. Maybe the next step is his name. I told him and all the others today to plan each day to have some time with me, to come knowing what they'd like to do, or I'll help them decide.

October 3, 1972 - afternoon

We suggested to two that they play with something they had never done before. They began to create a bit with art work. Much more exciting things happened this morning. Dean and Ruth are not quite so close, beginning to play with others.

Worked with several children individually and asked them what they thought they came to school for. They said to learn and so we agreed that they take turns learning with me each day!

We also talked about why clean-up went so well and children discovered because everyone helped.

October 4, 1972

An incident this morning. One child hit another during music. Instead of saying "Don't do that" we talked about why this happened. How we could have done things differently, etc. It was so good because I'm beginning to see how I can involve the children in their own discipline.

Billy ("I don't want to") wants to!

Much creative activity this morning.

October 5, 1972

Finally got them started creatively about 15 minutes before it was time to stop.

Have decided to begin small grouping Monday. These little people are needing more to do than I can reach individually. So we start with Math and Langugage Development Monday. I said I'd make it free choice but have changed my mind. I can see too many who would choose to play with trucks all year. These can do it and will if motivated to do so, but won't try a thing if they can play all the time. Many others are ready and spinning their wheels while I work with one or two. So group work coming up!

Dean is so bossy. So "I don't want to." He's so capable. I feel very strongly this little boy needs to have to do something each day for his own sake. What a miserable world this would be if everyone just did what they wanted to do.

October 6, 1972

Gave the children a pep talk using the hand puppet, "Mr. Peabo" from the Peabody kit, about the books they are going to start next week. We then took a walk through the building and noticed what the other children were doing. It was very effective, as the children noted big children using books, number lines, raising their hands, etc. They seem enthusiastic about beginning these things.

One little fellow threw sand. I sent him from the sandbox (because he'd been warned) and he collapsed into tears. We noticed that he does this quite frequently when things don't go his way. Seems his frustration level is quite low.

October 9, 1972

Began math with the first group. Language Development--second group, and special art for third group from 9:30 to 10:30. It went well today. This had one or two groups always at free play. Most of the children are definitely ready to do these things now. In fact, we had to try to motivate the others to play. That's a switch! I'm pleased with their interest and pleased too that we're getting into the Readiness, as I understand it, because I saw so clearly I was pushing a few each day. This will give them all a chance to try and I can better see who really can't and who won't. Ruth isn't playing with Dean any more. (Smile) We've decided to state the goal or goals, as we see it for each child this year and see if by the end of the year, we've reached these goals. They will be as individual as the child is.

October 10, 1972

Groups going well. Goals not so well because of lack of time. We seem to be so busy after school and at lunch time, though. Since I'm thinking "goals" it's amazing how many goals we have each day for a child. We talk about the child, wonder what we can do. Decide to try something, but never get around to writing it down. Need six people some days.

October 11, 1972

Boy! Trying to individualize with math. The children are so far apart. Even working in groups of five, I find myself unable to meet each demand. So children have to wait for help. Does it develop patience or wiggles? Can't be helped. Having very good lunch meetings with the other teachers, as we seem to be looking more and more at us, our roles, our attitudes, why we react the way we do. We're getting so honest, it's painful!

It's also interesting to see Betty and me looking at children and trying to decide how to help, what we can do.

It's an exciting new year!

October 13, 1972

Interesting to see the Kindergarten this year as compared to last year at this time. I sound as though I've given up, and truthfully that's not it at all. I've given up on the free choice idea, having realized that the children need some experience before they can choose and seeing that they aren't ready in many areas to choose or not choose. Seeing that much of what they choose is not meaningful play, only wild and undisciplined and this they can do at home. The change from last year is dramatic. We are really trying to individualize everything. One is math. Though I've started everyone in it, it is going at each child's rate and my little fellows (about four) just aren't interested, apparently must have something else. But what? Everyone loves the Peabody language program.

I guess the big change is in me. I question everything. Try to see what is important, why it is, and if it's important for every child. Now! How can you document that? That's an internal thing and probably the greatest cleaning up experience I've ever had! But who can write it down! Also searching for and writing goals (sometimes daily goals) and "How to help" is new. We did it before but only verbally. Writing it makes us think about it.

Our lunch times are full of "How come I react that way" and "What do you think we should try," and "How can we help that child or teacher?"

Good stuff, dear friends, but who can get it all down. Not me. I've got all I can do to keep up with it.

October 16, 1972

Whew! Where does the time go? Past go-home time, which is an hour later than everyone else leaves. Poor me (Frown) And I'm still trying to get organized for tomorrow.

Rescheduled our groups. If I can just group those who are fairly near to each other, it will go better, but I can see it will be fresh grouping each time. Every three days. I worked in math with the slow ones today. Worked with two this morning and three this afternoon. It was beautiful, honestly! We just communicated so well on a one-to-one basis. I'm sure a couple still don't understand patterning, but it's so nice to be able to work on such a close basis.

Betty needs more to keep the afternoon occupied, though. No matter what we plan to interest them, they (a few of these little boys) touch it, and are off racing, fighting, etc.

We talked about it at recess. Wonder still if I should just say "Okay, this is what you'll do today." So they do it. So they're turned off. At this point I wouldn't turning *off* one or two, at least turning them down a bit.

Well, they are enjoying school!

October 17, 1972

Carolyn came in tonight after school. We discussed little boys "needing to race with trucks." (We've parked them (trucks) for this week. Trying to get some other things started and for most of them it's working.) Carolyn feels they still need this security. I assured her that they might need it. But, in order for me to function (stay *sane*!) they can't be racing madly around this room. Yes, we talked it over with them, "involved them in their own discipline." Hey, that's it! We really haven't involved them to the point where they decide what happens if the trucks get out of control. Try it tomorrow! (I wonder if the children will survive while I learn what to do.)

Anyhow, Carolyn suggested taking the trucks outside for two days a week or something like that, good idea too. She's a valuable friend. It's nice to have *most* of the masks off, where we can really say what we think.

7

Introduced the Weekly Reader to S. Had Mr. Peabody, hand puppet, tell them. They were so pleased with it! Math also went well. Though when Nancy (my whiz kid) said she wanted to do another page, I had to say "not now, Nancy. I haven't time to help you with the directions." Why do I feel guilty over that? I had four others I was helping. I find no matter how I set these goals, "Let them go at their own pace." I can't facilitate it. I'm too idealistic. But no wonder schools fail. We need one teacher to one child when it comes to most everything.

'Nuf.

October 18, 1972

Praise the Lord! The afternoon class got excited about Halloween and began creating with art materials today! Now! That's a milestone. One mother came to visit and helped and enjoyed. Math is just so individualized. All is well!

Two meetings tonight, 4:00 p.m. and 7:30 p.m. No time for family or reading. When am I going to read two books? I've read part of one.

October 19, 1972

A lovely day. Had two parents visiting and one yesterday. That's a record. One mother said, "No wonder Ruth hates to miss a day of school. It's so much fun." Warms my heart.

The afternoon class has finally caught fire! Really in there dreaming up good things.

We're going to have to get some more Readiness in somehow. Twice every three days isn't enough for some, too much for others. I think I'll probably have to do something from 9:00 to 9:30 for those that wish. Probably Peabody and the Reading Readiness program later, or something like that. I hate the thought because it ties me down to teaching, and I want to see what everybody else is doing. But teaching is what I'm supposed to do. So (who said?) I'm trying to be all things to all people again! Just can't turn loose of this kindergarten, and let it happen. I'm a mess!

Got two in math I'm really seeing some "might be" serious problem about. Will get an ITPA on each and see what. Funny though, I already think I know what the problem is. It's organization (auditory association) and so help me it's hard to help those little ones. They are so confused. It either doesn't go in right or gets scrambled in the process. Will probably (or hope I can!) do some remediation work with them.

Individual goals idea still there, but no time as yet to really get on with it. What I really need is a day every two weeks to do all the other things. Lunch is full of friend teachers which is so valuable to all of us. Teaching every minute the children are here. After school is full of preparation and planning and talking about how to help. We try to get it all down, but miss so often.

Wonder what Mr. Weatherill would say if I requested a day every two weeks "to think, read and plan."

Oh! The four- and five-year-old Evaluation Scale is just great. Only one change I can see at this point. But again I need time to get it going.

October 20, 1972

Oh! I hurt! Our little "naughty" boy has been blinking so much lately. He has a new dog and so I asked the mother after school if maybe his blinking could be caused by the dog. She said, "No, he does it to irritate us. We'll just have to slap it out of him." She will take him to a doctor to find out. But poor little boy! No wonder he's so miserable and hard to be around. So much of the remarks she's given me. The other day she said, "He's the worst one in your class, isn't he?" All of this in front of him.

Well, a beautiful day. So smooth, so creative, and special. We really enjoyed it!

October 23, 1972

The morning class was something else today! And the afternoon class was very creative! Such a switch. Had two mothers in and we talked about their children and what we're trying to do for each child. Each parent seemed impressed. We started the four- and five-year-old individual project for each child and completed one. Had a staff meeting with the child study center. On one the survey indicated might have a learning disability. Will do an ITPA on him.

And my little fellow is still blinking. I find it easy to love him now, knowing what he's facing at home.

Will start one reading in the SRA Programmed Reading Series tomorrow. She's looking for more to do.

Am very tired tonight!

October 25, 1972

I'm finally learning how to involve the children as a group in their own classroom behavior, after having to park trucks and close playhouse because it is too noisy. Today I bargained with them that if they played quietly the trucks could stay out. Playhouse open. It went very well. They decided if it got too noisy we'd have to close it.

At show and tell, I asked them if they had questions for the children. That also went well, and we discovered what a question is. Amazing how far math has stretched out. Some working so fast. Some very slow, but all feel like they are accomplishing. Good play all day. We had some interesting interactions between children, too.

I plan to go to a school in Denver this Friday to observe their "Open Living Kindergarten." Should be interesting.

October 26, 1972

Two amazing things today--In the afternoon class three of the top math group asked for special math today (It wasn't their turn). But they preferred math free play!

Seven of them dressed up--made an audience--chose two to perform and sat quietly and watched the two--clapping and really having a great time. Never saw such group planning and interaction before.

Tomorrow I go to the Open Living School in Denver. Betty has them all by herself. We felt the need to structure some groups. Be interesting to see how that goes for her tomorrow!

October 30, 1972

Got many ideas from the Open Living School in Denver--mostly learned how to involve the children in their own feelings and discipline. (It's just going to take time for me to get used to this way of doing things). I was pleased to note that those teachers I spoke to said they went all the way and discovered they had to come back to some structure for their children because they couldn't meet them all on an individual basis. That reinforced what I'd found out by myself. I needed much more time there--I only saw kindergarten and first grade and would like to have seen the rest, but I spent all day in those two rooms.

Our kindergarten went very well. Betty was quite pleased (left the note below). Today went well--planning for parties and trying to learn how to talk to the children!

BETTY'S NOTE: Afternoon group had a good discussion about having too many people in playhouse--finally decided four was right number and would take turns. The group accepted the suggestion, others found something else to do.

November 1, 1972

Got a memorandum from the IERSC staff. Will see if I can answer. It will help me to see this too.

1. What is it I'm trying to achieve with respect to affective change?

   I'm trying to really meet the child at his need--not mine! I'm trying to involve him in his own discipline, his own rules. I'm trying to help him see how his actions affect others and I'm trying to help him have a better self-concept.

2. What am I doing to achieve this?

   (Making a lot of mistakes!) I have changed the structure of my classroom to where the child has more freedom to choose his activities--to move at his own pace. I'm learning how to "talk" with children rather than at them. I'm learning how to involve groups and individuals in their own discipline, rules, classroom activities, etc. I'm also learning to "stand firm" when a child needs the security of knowing that when he's out of control, he needs to know I'm in control! I know it better now--that I've given them freedom. (Some do need this security--beg for it!) I need more help in how to do this--talk with children! I'm so poor at it.

3. What data am I using to determine the extent to which it's being achieved?

   Oh boy! Happy, relaxed faces, much more creativity, no one "turned off" yet. Comparison between now and last year and years before--I still don't know how you are going to help me here--good luck!

A beautiful day--really! Betty started woodworking while I was free to help with individuals. One little boy who just hasn't opened up at all found his niche today--he just loved woodworking and really excelled at it--at sharing time, he, for the first time, showed what he'd made and explained how and answered questions from the children--beautiful! Tomorrow we thought we'd try to get him interested in drawing a picture or painting what he made today. See if we can keep him opened up and expressing himself.

Tom's mother stopped in this a.m. to explain why he hasn't been in school for several days--they fear leukemia; and, of course, my heart is full to the brim for that family and Tom.

November 10, 1972

Boy! Much has happened and I doubt if I can remember it all. We've been involved with conferences at which time I opened the kidnergarten to the parents at the conferences and sent home this note today! I feel threatened! What if they don't like what's happening and yet it's their school and their children and so I should be free and confident enough to handle this and for the most part I am peaceful--except "what if...?"

It's amazing too, the love I feel for my parents--they are so young and have so many serious problems. I'm amazed at my insight anymore. One came in dripping with tension and always has been so in a hurry--quick, excited, high conversation. I was sondering why her older son is so tense--so hyper. I'd like to give her a jolt of peace and quiet--and, once upon a time, when I was very young I was also like that!

I felt very drained at the end of the two conference days! It's a helpless feeling! To hear such problems--know an answer that worked and works for me and not be able to share--only listen, love, and pray.

So much for the sermon!

We have much new happening--a new schedule to bring in Reading Readiness--rearrange our time to make it more valuable for the children and for us. I'm pleased with it!

I'm still learning how to involve them in their own discipline and when I can remember to do it, it works beautifully.

The other day John (my blinker) ran with the truck--looked at me--smiled the sweetest smile, put the truck up and went on to another activity. I didn't have to say one word (though plenty had passed before that!). That was beautiful. But today! He was so tense, so wild--even after we talked about "How could he slow down and think a bit before he pushed or hurt someone." We survived with him today and that's about all. Isn't it interesting though--I no longer feel angry with his behavior--I see how easily the reason for it.

Tom did not have leukemia, but isn't back in school as yet; still a pretty sick little boy.

Andrew (the little fellow who opened up the first time with woodworking) is really beginning to flower and it's something to watch. It's just amazing what feeling good about himself has done for him!

November 13, 1972

How discouraging! The schedule seems to defeat all the freedom we're trying to create! We'll go with it a couple more days but it's not what we want.

Been reading In the Early World, by Elwyn Richardson--how beautiful. The creativity is just really something else.

I'm getting hung up in tradition again. What to do! I think some of it is important. I really do!

November 14, 1972

Good day--schedule working fine after all. But, I had the slow group yesterday for reading and that may be too much then. Loved it today, it just flowered.(ain't I funny!) Maybe what happens after these bad days is I get on top of it and don't relax enough to, well, what do I want to say? Because I was really relaxed today but today it flowered--yesterday it didn't.

Meeting tonight about what we're doing!

November 16, 1972

Andrew (the little one who refused to do art or join the others at anything) finally got involved with woodworking the other day and is really blooming--trying everything, feeling so comfortable and happy with the others--it's nothing short of a miracle.

I loved this day--it was so creative and full. Most children are involved in Indian things and they are really getting with it. Another mother visited today.

I've started two that I'm concerned about on the ITPA.

November 21, 1972

I seem to be falling behind on this--one note I want recorded--we've had just lots of parents in, the last one yesterday afternoon. Patty's mother had such a problem with that child! She ordered her mother around, cried and refused to let her mother do anything with anyone else including me. This poor little mother! That child has her right under her thumb! At any rate, she (mother) poured out all her problems (husband not much involved, etc.). At any rate, we'll set up a conference with the Child Study Center and that wouldn't have happened last year because at conference time they let me see only what they wanted me to see. That's exciting! When I shared it with the workshop group today someone said, "That's really teaching the whole child!" Wow! If we could just really help each needy parent this early, wouldn't it be great for these children.

Workshop went well!

November 28, 1972

All is well. We bought a new book called "How To Make Flibbers", by Dr. Seuss, and this morning some children began to follow the directions on how to make these different things. It was quite fun!

Somehow we must change our grouping so the children are not always with the same ones. That calls for a master plan and for the life of me I can't figure it out, but have faith, we'll be able to see a way to do it. We have to keep the same groups for math, but should be able, in all other areas, to switch (rotate one on a three-day basis), except it makes a child have to sit too long unless I figure it out another way.

Have completed two ITPA's and started two others. Very valuable to do it when I see a need or have a question about a child's learning potential.

Sometimes I get concerned when I think of what we are not doing (we're spending so much time at free play). Yet, when I see what's happening I feel we're really accomplishing a lot!

I wish I had more answers for these children and their various problems.

November 29, 1972

I'm glad this day is over. I was a mess! The children really got to me. And that hasn't happened in a long time--can't figure out why! They seemed unsettled. Several were just openly defiant and that's, well I'm sure, sure that it had something to do with me! But I feel fine. I remember when things were unhappy in my personal life I had such a time at school. I always blamed it on this or that, but now I see it was the tension in me--they felt it. So, review the day. I had to leave the room (that's not too unusual). Betty was having them sit down because they were so wild. When I came back in it just went from there. It carried over into the afternoon and she and I were the only things that remained the same. (So, I know! A change in the weather!) Not really--but it's as good as anything else.

We're off on a new schedule tomorrow. I figured out how to keep the math group and regroup all others so all are rotating every three days. I think that will work better.

December 1, 1972

All better. We had just seven children in the afternoon class; five were sick. I tried to put some from the morning to the afternoon, but couldn't work it out. There are almost too few to have good groups; yet, we sure get a lot done on an individual basis and to think I started with 48 and just me. Now there are 12 and two of us--boy! I hope there are more next year. I won't get to keep Betty at this pace.

We decorated the room for Christmas and it was fun. They really created, in the morning class, all sorts of good things and kept us both busy just supplying information and materials.

I'm concerned about John--he's not with me a lot of the time! Just can't manage even the short times we ask him to sit. Is so hostile with the others; so possessive over toys; does a lot of just mean things. Have started the ITPA and, of course, Christmas this month and we do get pretty excited over it all, so maybe I'll see improvement again in January.

Discovered what was wrong (on the 29th). I was angry at another adult--got that solved and all is well.

December 14, 1972

Sorry! Christmas is coming and teachers are losing their minds--really! This is a mess! It was decided we should put on a Christmas program and thus it is that we are putting on a Christmas program! It's sad, because teachers are grim--tempers are short! (mine, too) Children who are always unsettled at Christmas time are absolutely wild--disrupted or completely forsaken regular routines--enjoyable? Not at all. Not for children or teachers and for what? A one-hour Christmas production. The love, joy, and peace of Christmas is just a (like the grown-up world) hustle, push, and shove.

Nevertheless, I love Christmas! Excited little people--five-year-olds are such fun! They still believe in everything and it's fun and wild at Christmas time.

They are making presents, decorating Christmas trees (practicing for that program), singing Christmas songs and yes, I did tell them about the birth of Jesus. If I'm teaching religion--sorry about that--we could also call it His story!

Parents are visiting. And a lovely thing--one of last year's high school aides who helped us last year and because of that experience is in college majoring in special education, is on her Christmas vacation and is with us all morning long! How lovely is is to have her. She will be a good teacher! She has a natural knack for it.

Anyhow, there is so much but Christmas is also coming at my house and so I must go home (Where is my peace?) to be ready!

Merry Christmas!

January 9, 1973

I've thought each day I'd write, but it's a lousy time. The children all came back last Wednesday (3rd) very unsettled; especially the afternoon class, so we devised a game (using an old idea) where the children get five tickets when they arrive at school, and lose a ticket each time they break a rule. At the end of the day they get a little card saying how many tickets left--the children may do this as long as they wish. Only the afternoon class is doing this. In the morning we're just giving kindness tickets when a child does something extra special and on his own. It's amazing how quickly all pick up their behavior when one is awarded for good behavior.

The book Play Therapy has given me much help on how to talk to children--simple as can be--simply restate what the child says, verbalize his behavior. "Brent is feeling angry!" I'm finding myself beginning to do this easier and finding that the children really open up without my judging or always having to have an answer for them. It's much more relaxed conversation. I'm still struggling with group discussion. However, just got some lovely big pictures from the Child's World on moods and emotions, showing expressing love-anger-joy, etc. I'm going to use those.

Do you know what's happened? Gradually I'm coming to know that what I've been teaching all these years is so unimportant! How a child gets along with others--how he feels about himself is what is important--get him free to express himself--to know himself and the other stuff just will take care of itself (I wonder, will it?). Certainly if a child is free from his hangups all other areas should improve.

I've been watching and listening to our adult conversations and it's all centered around our relationships with others. How does he affect others? How do I affect him, etc., etc. We really are creatures of emotions.

What we train in school seems to be sort of secondary. Yet I enjoy teaching those things I'm familiar with--working on beginning sounds now--and again feel the joy when one little person suddenly understands. It's like a light coming on.

Education is fun! I'm wondering where I'm going in it. There must be much, much more to learn, I've learned so much.

We're still working on the profiles--It's time-consuming but we're beginning again to evaluate the children's progress. It seems we lost the whole month of December.

January 10, 1973

Good news--John's mother agreed to a conference with the Child Study Center. I really hope we can open some doors for them so he won't be so tense--problems attending--so active!

I am using the pictures from Moods and Emotions and am really liking this. The afternoon class talked about sadness and what made them feel afraid. Some very good things came out. The idea seems to be if the child can talk about these things it helps him (getting it up and out). I really believe this is the answer for a lot of these children. At least it's maybe the best thing we can do except love them. Then I get to wondering if I'm delving into things that aren't my business. You know, the whole child is fine to say, but I'm really not trained to handle their deep, deep problems. I wonder if any human being really is? But for sure I'm not. Children (and adults) are so complex.

Sometimes I think it was better when I didn't know anything! Not really, but for me sometimes it's easier to lump them all together and teach math, etc., not thinking about how this or that is affecting them.

The morning class started the "ticket game" today. Lots of fun, and an easy way to keep them in control, because they enjoy it. Each one decides if he or she wishes to participate at the beginning of the day. At the end some who didn't wish to participate wanted to take a card home and of course couldn't. I thought that was sort of a neat way to let them find out for themselves that they are responsible for the outcome of their decisions. That was something I hadn't thought of.

We made up a new schedule again. Like Betty says, sooner or later we're going to get it right. This one certainly seems right. It's funny--I was such a one to "keep the routine, for the children are more secure in routines". I was the one who needed the security! This year we've changed it five or six times at least. I have a hunch it will always be flexible.

A Sample Schedule:

9:00-9:30 1:00-1:30	Math	Betty Free for Individual Help
9:30-10:00	Free for Individual Help	Art (special art)
10:00-10:20	Group Discussion Milk and Story	
10:20-10:40 2:20-2:40	Music	Show and Tell Individual Table Activities
10:40-11:05 2:40-3:05	Reading Readiness	Peabody Language Development
11:05-11:20	Individual Work of Planning	Recess
11:20-11:30 3:20-3:30	Ready for Home Dismiss	

Children Schedule on a Three-Day Rotating Basis

Math-three groups according to abilities to facilitate better use of teacher time. Math groups A, B, C.

Art, Peabody, Reading Readiness--three groups, changing every three days, so children have a chance to interact with different children. Other groups 1, 2, 3.

	Craig	Betty
9:00-9:30 1:00-1:30	Math Group A	Group B & C Free Play
9:30-10:00 1:30-2:00	Group 2 & 3 Free Play	Group 1 Special Art
10:00-10:20 2:00-2:30	All children for group discussion and milk	
10:20-10:40 2:20-2:40	Music ← Children Choose →	Free Table Activities

10:40-11:05 2:40-3:05	Group 2	Group ___ Quiet Free Play	Group 3
11:05-11:20	Individual Work, such as ITPA Testing	Recess, All Children	
11:20-11:30 3:20-3:30	Ready for Home		

January 13, 1973

Spent half day home because my daughter was sick. Went to school in time to have a few minutes' conference with Dick before M. came in for John's conference. It was a good conference. She was very open and free. Dick felt after hearing her that perhaps John did blink, etc., deliberately, and suggested ignoring this rather than reinforcing his behavior by talking about it or punishing him for it.

She brought up the difference in the way the grandparents handled him, one being very free, the other being too strict. Her own fear of her father's anger at John was pretty evident. She brought up the real hostility between John and his cousin. That's when Dick suggested restating his feeling and we suggested she read "Between Parent and Child."

I got some ideas on letting him talk through some of his hostilities and warning him five minutes before time to do something so he can have time to stop what he's doing. Dick suggested physical touch to keep his attention, which well may be the answer for him. It was a full conference. Full of little insights, I feel much more love for that parent, too. She's trying hard to be a good parent. So we left it that she'll get back to us. Finished up the last hour in school and felt strange because I hadn't been there all day.

January 17, 1973

Now we're getting ready for parent conferences. Worked on a letter to the parents.

It seems there-is always something--I want to get started on the profiles. Yet, now it's reporting time so that will take all the preparation time I have. Wanted to work on individual goals and will do that a bit while preparing conference reports--but not like I'd like to. I feel very inadequate without a report card. Sort of wondering if I know enough about each child to report on. Got our little T.V. back from repair today. Amazing how many children really enjoyed watching it.

We have to revise our schedule again to work in Sesame Street for some groups--such fun!

I wish I knew how to settle Jackie, in the morning class, down. She is so tense, so excitable. She works up everyone else--such a happy little girl.

January 19, 1973

Have just finished writing all the reports on the children. It's taken all day and yet I'm pleased with them. Much more thought and effort than report cards. I also summarized their reports in the individual file. But still didn't take time for goals--sorry. It seems I may get that done when it's too late.

Noticed Betty's reports much more valuable than mine. I'm sure learning a lot. I need a course in how to talk (reflect) and how to report, really see what's going on with these little people.

Also, the time is over so fast with each group and there is so little time to do any observing or reflecting. I seem to spend my free time (observing time) doing other necessary things.

January 22, 1973

Betty was ill today. It was good to see the children moving independently from me (as usual) while I had Math and Readiness. In years past I could not have left the majority of the class completely on their own while I worked with a small group. There would have been too many distractions. I believe it shows this group has developed far more independence and responsibility for their own behavior. I believe we're accomplishing something! It's exciting!

In the afternoon I got ample time to observe and at group discussion we talked about anger. We had talked about it before in a very general way, but today because of what I had observed we were able to get pretty relevant. I still need help in how to direct these group discussions to get the best out of them. But we did get some things brought out, and tried to see how to handle anger.

I thought it was a good discussion. Another interesting fact is I feel more freedom with Betty gone. It's hard to pin down--without her help we wouldn't have what we have today. (I don't mean the help of another person in the room) Her help, because she is so talented, and I think that very thing--the fact that she by her own rights is an A#1 person with the children. She's older and in our personal relationship my spiritual leader Causes me to feel closed in. Today was a beautiful day. I've heard her say this when I'm gone--"a love day"--I wonder if she too feels hampered by me. We've talked this out many times before--not this particular thing, but the fact that I tend to let her dominate and of course can't because "I'm the teacher."

At any rate, I feel guilty for feeling this way, but it was lovely just being me and the children. I enjoyed. So I must look at this and I'm afraid I'm going to see more of ME (the big EGO ME) in there again.

January 25, 1973

What a neat day! The best in all my life of teaching-really! I've wondered "could I handle small groups all by myself if I ever lose Betty" and I can! The day just flowed. However, it took the two of us together to get them to this point. But I know now it can be done alone, and what's amazing is the responsibility they take for themselves. We talk about it a lot. "Look it's just me--can you do that (zip coat, wipe table, etc.) without help today?" Also, and I love this, through using these "moods and expressions" charts we just discovered that we can handle a lot of problems by talking it over. Twice today we had big problems where the children involved talked it through. One was solved by the children involved. The other we called in the whole class because one child wouldn't give an inch. It was just great. Another time when a problem came up and I was busy with a math group I said "Do you need me to help or can you solve this yourselves?" Heck no, they didn't need me!

Also, they are now monitoring their own behavior with the tickets (remember those who wish to play the game each day get five tickets. They lose a ticket each time they break a rule). If they catch themselves they put a ticket up on the desk. Not all are honest about it and some do really forget, but an amazing number of tickets are on the desk at the end of the day. Now--I dearly love Betty, I miss her so--I find myself with so much to do, so much she does, and I don't want to be without her. Somehow we've just got to have this same "atmosphere" of togetherness and helpfulness with both of us here.

Danny (the boy who was so impossible at the first of the year and still has his moments) always chooses a certain rug for music (a pretty one). It's caused a number of squabbles with us finally deciding to take the first rug on the top of the stack, and then Danny or Nancy very cleverly waiting by the stack until the blue one was on top. Yesterday a tug of war resulted and Danny said, "I know how we can solve this--we can either let Mrs. Craig sit on it or put it on the teacher's desk and each take a new one." I was proud of him and told him so! How much more meaningful this problem solving is when it is something they are involved in--all the years we had make-believe solutions. No wonder they got so turned off!

I see it! Betty and I. When she's here, I don't really take full control. I also do a lot of the running, etc., so when she's gone I take full responsibility and a warmness results. Also, I put off all the administrative stuff until after school or at noon (have to). So, I'm here all the time. Part of it is easily solved. I'll still put off the running around. The other isn't because....HELP! Must get this worked through.

Also, I hesitate to take control with her in here. Why? Do I hamper her too? (possible...) Are we supposed to monitor each other? Is this week's relationship with the children really good or simply feeding me! That's the one I really have to look at.

January 26, 1973

Not so good a day. Several good things happened though. I had problems with blocks, so I set them down in chairs facing each other and said, "Solve your problem", and went on about my business. It was neat to hear them. They really argued for a while and then decided to share, putting them in a big pile and each taking one until they were all gone. By the time they got back to the blocks, some had lost interest, so two shared.

George, John, and Davie seemed determined to just be silly. George is an unsettling factor in a group. Quick to mind and just as quick to cause some other disturbance. I don't believe he's basically mean, but he often comes on that way.

John-under the tables-everywhere but where he's supposed to be, which would be fine except others see him and soon the whole class is trying it. That's hard to let one do his thing at quiet time because it's so distracting. He has the strangest expression in his eyes.

Davie--Davie on certain days demands attention all the time, doing silly things to call attention to himself, not allowing anyone else to talk.

Whew! what a day--I just survived. Morning was much better than afternoon, I'll be glad to have Betty back. Also, I left the room because I had some things I just had to do and that caused them to be unsettled. If they are responsible I should be able to slip out without any change. In all fairness it was just a few children who influenced the others.

January 29, 1973

Betty is back and I'm glad. Just having her around is a good feeling. Morning went well and I had to leave all afternoon for a conference on Nat. It was a rough one--the mother was very defensive, had all the answers, talked and talked and tried hard to find things wrong with our "new" program rather than seeing that we really want to help Nat, to join with her to help him. She is coming in, I hope with the right attitude, but I'm so afraid she's coming in just to rip up what we're doing, rather than to help. I really must pray for this because right now I'd like to belt her in the nose. She really threatened me and, of course, what I must respond with is love and warmth for her. That's next to impossible. See what miracle takes place there, because I expect one!

January 30, 1973

A new little boy's mother came in today. He's been here about a week. Said he really loves this school and us. Said his other teacher insisted he be put on tranquilizers. Did I think he needed them (no way). He has had speech therapy since age three (it shows) and had a work-up at Colorado General. Said he had an auditory perception problem (interesting for a little fellow who spent 20 minutes today listening to records and follows verbal directions well.) He's fearful of strange situations and so he's one who becomes aggressive, like Danny. Each day he discovers we like him and he has a lot of freedom within limits and as he feels more secure his defenses go down. I'm so glad he's with us!

John's mother came in to report on the book, said she found it most useful and was trying to use the method on John. He was so hard to handle today. He's just plain sneaky mean. He interferes when children do not want him to.

Mr. Weatherill called to say he'd tried to get me one day last week to go to Boulder--then forgot. He apologized. Nice of him.

February 1, 1973

Ugh. Yesterday was full of conferences. I saw five mothers and referred four to the child study center for special help. This working with the whole child is something else. Also reflecting opens up doors I'm not prepared to deal with, so we'll get Dick's help for these parents. Nat's mother still hasn't come in to observe. I thought she would by now.

Dick did a WISC on Edward today, a really well-rounded gentle little fellow socially, who has such a problem with any cognitive things. I thought it was probably a learning problem until I talked to the parent and discovered she "saw" Edward as impossible to handle, "hyperactive". How people misuse that word! Feeling very insecure about herself and her ability as a parent, so we set her up with Dick. Do pray she can find help. He's such a neat little boy. Today went well, too full to even begin to get down. (I don't believe I'm going to find anything to measure--they are so individual) The goals are so far apart. No, I haven't got them down because they keep changing and I haven't had time. But for one, if we could just find a way to help him to learn to share, for another if she could just have more than one friend at a time, for these two these problems seem insignificant, yet they are deep, deep problems. The boy can't share. It hurts him and when he's forced to he then ignores the toy, as though he's punishing the toy. The girl clings to this one friend, to the exclussion of all other children and things, doing only what that child does--dominating, following, and possessing that child, and for each child there is something like that.

February 6, 1973

Guess what? We changed the schedule again! (Can't believe this is me!) Now maybe we'll be satisfied. We'll see how it goes. It's got to fit all things just right.

A mother in today--said in her son's old school the teacher said the boy was running all the time, wouldn't stay quiet, naughty, etc., said he hated to go to school, when they came (about two months ago) really started liking to come, and now cries if he has to miss.

I know it's the freedom! Isn't this great? But what happens to them next year? We just give them as much time to explore, plan, and play, that the short times we ask them to sit and do just doesn't tax them beyond what they are able. I love it.

February 12, 1973

We're exercising in the room after school now, so that's one more half-hour of good stuff and it takes longer to do, so other things are waiting. It's so hard for me to write unless it's very quiet and people right now are talking around me. All is well. Valentine's day coming up and they are more excited than usual.

February 13, 1973

With that I had to stop because I can't concentrate with others around talking. So much is happening. We have the child study center people so busy with parents who need help--a first! I mean the parents have always needed help, but this is the first time we've gotten help for so many. Why? Because we're working with the total child and in conferencing we've gotten into more areas of the child's personality.

I was just thinking today--I believe we have more active children than ever before, yet they are functioning very well. I'm really concerned for them next year. Unless this program goes on with them, it's going to be awfully tough on about three of them (and the teachers, too). Robert, Fred, and John are just always moving--to sit still all day would be impossible. What to do?

I'm so busy evaluating and planning, etc., but it never gets down because it takes too long. You know the only solution is more time free during the school week. If I had a day a month I could do so much more!

Children here! As it stands I keep thinking I'm going to sit down and do it, but there are so many more things that must be done. It just waits and waits. What to do?

February 14, 1973

Valentines party today! It was a lot of fun for all of us.

On reflective talking - Billy had difficulty with math, got a sad face. Did the reverse side of the paper well. But when done, crumpled up the paper. Watching my reaction (nothing), then went to T.V. and found all ear phones were busy. He began to cry. We began talking with me just reflecting. It was amazing to hear the problems that came out-all about home--nothing about the incidents here.

I really think this is good. We can't really solve anything for them, but if they can get it out--I wish I was more expert at it. I wish I had time to share each little miracle with you! It's just amazing what love can do.

I know the difference between this year and the last years. I've always been so busy with what I was doing in the classroom I've never had time to see what they are doing.

February 20, 1973

Times are getting further and further apart. We spent all day yesterday in a workshop. It kept us very busy and I found myself comparing it unfavorably to the ones we've had. I have had so much I could have done that would have been so much more meaningful, yet I learned a lot, too.

You know today as I watched Andrew, our quiet little fellow who started to break loose with wood working, marching around at music, understanding and asking questions in math, singing, asking questions during story time. I realized a small miracle had taken place there and it's been so slow and natural I almost forgot it was happening. Very nice, a goal reached!

Today a group of us sat down and talked through a problem (name calling). It was really quite good to listen to these little people really talking it out. They've all had experience with talking it through before. So, they handled the situation very will, quite serious about the whole subject. I like what's happening there.

Found a great new book--"The Authentic Teacher Sensitivity and Awareness in the Classroom" by Clark Moustakas. Haven't read it yet, just glanced through it, but it's right on! Will do a report on it when I'm done.

Dick (child study center) has helped so much. Soon we'll get together to talk more about observation techniques and see if we can find some way to ease this cumbersome method of keeping track of the children.

We're ready for goals--I need time to organize myself and these notes to see where we are with each child and where we're going.

February 21, 1973

The book is it! It's exactly what I've been experiencing and struggling to put into action. It's beautiful!

I've found the answer I was looking for to my groups as well as for individual children. It's so exciting because it's what I've found out on my own and comes right where I needed the reassurance that this is the way for me to go. The miracle is though Dick gave it to me he hadn't read it, but was familiar with my need and the author.

There is a chapter called "Sensitive Listening to Emotional expressions of Children". It's all just for me.

Listen:

> "In the kindergarten there should be no requirements to cover specified amounts of subject matter and the teacher should be free to put her talents to creative use. One way the teacher can relate significantly to children is through sensitive listening to their emotional expressions."

It explains the problem I have of not being able to give the children very much individual time but, "whatever understanding and acceptance the teacher can convey, even in fleeting moments, will have some value to the individual child.

About groups, "In this relationship children may ultimately feel free to talk about their most significant feelings and to release the influence of anxiety and hostility". The role of a teacher is so well-defined as one who listens and reflects (loves).

Case histories (or groups encounters are given and it sounds like what I've been doing.) Friends! It's just reinforced what I'm finding and I'm so excited and so sure of myself in this situation now! Happy day. Amazing what just reading something like this does to reinforce what I'm doing. Now I see!

February 23, 1973

We've been reflecting more and more both in group and individually and it seems to me they are getting wilder and wilder--happy, yes! One little boy is so pleased to find someone who really listens that he bugs us to death! As with all new good things we have to find the way to function as a group (stay within certain limits) and still have freedom to discuss our feelings, etc. I'm happy with what's happening. We're more and more aware of the deep feelings of some of these children. It's nice to know these things but it is so hard to deal with each child's feelings at the moment they need help. Also, I still flounder around. I find myself listening sympathetically to some and wanting to control others. I must trust my own instincts, for some still just need to know if they can't, I can.

February 27, 1973

Note-girls in a whispering discussion came to another little girl. One said, "Ellen, I'm sorry, I apologize. Betty said, "What's that all about?" I said I didn't know. Beautiful!

Things are happening so fast now. A lady in with the child study center to observe said her center is researching the ways teachers respond to this new free classroom. As soon as the research is done she'll send it to me.

So many large and small group discussions about pertinent things it's become a way of life. Neat to hear these children solving their own problems or trying to, talking about what is frustrating to them. It's really beginning to gel now. We're seeing results of the freedom. Now to pass it on, because I am so concerned for these next year.

March 16, 1973

Have been ill and then trying to catch up. Am concerned about two things: the discipline of these children is shabby--they are fighting, arguing among themselves and have such poor, poor group manners. Am not sure what the reasons are. We talk, have changed the schedule again to allow less time for nonsense; so much of their play is just--well I can see no purpose to it--I don't like it. Neither does Betty. They need respect for the rights of others.

March 22, 1973

Good, good things are happening! I find it necessary to encourage them to think of others. In dealing with their own feelings they began to forget about others, so we're on a crusade to keep in mind others' feelings, too. It's hard because they are basically selfish at this age. Yet, by honestly talking it through, listening, loving, reflecting, we're handling a lot of feelings in one day and they are too. It sure has been a year for changes!

April 5, 1973

It's been so long, I'll try to get this up to date. Just finished a day and a half parent-teacher conferences where I asked the parents for opinions, questions, criticisms of the new kindergarten program. All were pleased, even Mrs. B. All felt good about their child's progress. Two were concerned because they didn't learn the "alphabet" or to write "his name". Explained names will come when they're ready to write. So, I feel good. I hope they do.

Well, they are talking about continuing "Carla's Program" in first grade, and I say "Praise the Lord" only what the heck is "my program"? Loving, listening, reflecting, talking through feelings. Learning what is acceptable behavior toward others, etc. The golden rule.

They can't carry on "my program". It's too changeable. They, whoever they are, will have to start with the philosophy and the idea and have at it. See what you started? Must go home, husband and daughter starving!

April 16, 1973

Carolyn is very serious about taking over first grade and continuing on with this program. She's been in several afternoons to observe and is feeling pretty at ease now about doing this.

They haven't given her the go-ahead. Waiting for the new principal and that's too bad because I'll bet it's just a formality. In the meantime requisitions were due today and Carolyn needed to order some of the things she wanted for first grade and couldn't. That's an oversight and it's too bad. She'll have a hard time doing what she has in mind without some equipment. So be it!

It's going well. Yet, we really as a group have not accomplished as much reading readiness as in years past. Some in math, are finished. Others--the middle group--should be further, yet because I only meet with them once every three days they aren't as far as they should be. Mary could do the alphabet and sounds but because of the grouping, I haven't time. So, there are disadvantages, too. Always glad for next years. Still need time to think out and organize.

April 30, 1973

This, I think, will be my last entry. Things are winding up and I have a fairly complete picture of the school year. (Plus the fact I'm home ill and have time to do this.) So, I think I'll give you (and me) an evaluation and some thoughts for next year.

Complete freedom was, we quickly discovered, a fantasy. The children showed rather quickly they wanted and needed the discipline of some teacher-directed activities. I began by trying to meet each child on a strictly individual basis. I could see individual needs due to the largeness of the class and short time found I could not help each child as I needed to. Thus groups were formed. Math for a period of time became a structured time presented to three groups according to ability, which I hate, but cannot use my time another way. Gradually the children stretched out to where almost all are in different places in the book. This is fine, except in a group of eight. Seven wait while I help one. (It's developing patience.) Many have developed strong independent ability to receive directions and complete several pages. Others still wait for directions and approval of each step. The answer, perhaps, is recorded directions for each new concept and yet that would be a massive undertaking (I cannot see a new teacher without a thorough understanding of the material and the individual differences attempting this math program.)

Many children completed the book, but the middle group could have moved faster had we been able to meet every day. I'm pleased with the slow group, because certainly we moved only as they were ready and they aren't turned off or tuned out.

Reading Readiness was at a much slower pace. The material, the actual readiness that took place in the free activities time was much higher and more valuable than even before, but impossible to measure. For the school, in the structured Peabody and Reading Readiness program we moved at a slower pace. We started later than I will next year (yes, it is important! Where I doubted before now I'm sure.) Yet, what we gave was more individual and richer!

Interestingly enough, we've discovered that we can on certain days be completely "unstructured, and during our free time on these days the children are busily engaged in constructive activities, either play or table work type activities of their own choosing. The atmosphere is one of busy, interested children.

On other days groups seem to wander, unable to decide on anything, often causing problems with each other, though I've learned not to avoid the problems. We've found this is the time for structure. By structure I mean a teacher-directed (have to do it) activity. The trick is to keep that from becoming a punishment.

I guess the greatest outcome of this year for me is--whereas I did things before because this was "what Kindergarten teachers are supposed to do"--now I know that what I'm doing is important and why.

I did not attempt to teach the alphabet to all children. Unheard of! And I didn't plan not to, I simply didn't get to it. Those who wanted to show me they learned it did, but I really can't see the value of it. For some children it's like falling off a log and for others it's an impossible task. It was for me, and yet I learned to read early and well. Same with hand-writing--who cares? Some little girls pick up that pencil and it's easy. A little awkward boy can't hit the page with his hand, let alone hold a pencil. Those who had a need did these tasks. It appears, however, to be a big parental need.

What I'm saying is, I could have reached more on the cognitive skills. Yet, the play was so valuable, so creative, so important that it took precedence, and thus at the end of the year they aren't leaving with the heads so full, hands so busy, yet they have gained so much in their ability to plan and work at their own interest level. They have talked through problems that I used to settle for them or avoid. They've learned to express anger, hostility, fear, etc. We've tried to help them find ways to express these feelings that are acceptable. At times we've unleashed powder kegs--freedom to express emotions _is_ scary. I believe they must learn to care for one another. Yes, they must, but how? I've read plenty on how to let them express themselves, but how does one keep them from becoming ego-centered?

I've tried telling them how to be loving and kind to each other, rewarding kindness (which is nothing more than padding the ego). Now, I want them to be compassionate.

You will say that's my need, and yes, I'm sure it is. But, if I'm to follow what I know to be true for the health of these children and this world, then somehow some way, they must know themselves, get their hurts and feelings out. But then reach out in compassion and love to one another. How do I teach that? Have I unleashed monsters by letting them express their hatreds and anger?

I've seen more fights, heard more angry words, felt more little egos coming forth. Is this education? I'm not sure--I could never get to the next step with these wee ones. Yet, the old way of ignoring, preaching, was no answer either.

Next year:

No thoughts of "complete freedom", rather constructive freedom--freedom to choose and be, not freedom to interfere and destroy. Discipline with a new knowledge that self-discipline is the ultimate goal--but firmness and fairness is absolutely essential for all children. "These are the limits--you may have freedom within them--break them and you will be punished."

Individual needs to be met and considered, ways found to help each child express his needs and emotions.

Groups to be formed informally and formally and feelings and needs of each other to be recognized and understood.

Cognitive skills--in math and reading readiness to be continued in small groups until I find another better method where I'm sure all needs are being met.

Skills--such as alphabet (memory), telephone (memory), birthday (memory), days of week, month, year, counting, etc., will be handled only in passing. If parent has need, parent can teach. If child has need, I can teach! Zip-skip-name-writing, taught as need and skill arises.

May 1, 1973

Program to continue next year? Just finished a conference with the district superintendent. Talked over program, plans for next year kindergarten program and possibility of continuing this next year in first grade.

He wants me to observe first grade and Carolyn's classes. Not sure I want to do that! Plan to call next year's parents in and explain program.

Postscript:

I just finished rereading my journal. Some of the children made more progress cognitively than is reflected in these journal entries. Many came through especially in the last weeks. The following letter we sent to parents at the end of the year expresses this clearly, I think.

May 30, 1973

Dear Parents:

The year is over and Mrs. Cranmer and I are delighted with the progress this class has made.

Let me share with you some of the things we have noticed as compared with the previous years.

The children are more independent in their thinking, less likely to follow, more willing to strike out with ideas and thought of their own. They are far more creative, verbally as well as artistically.

They are freer in their abilities to discuss their feelings and emotions. They are beginning to learn proper ways of handling these feelings.

As a group, though, they certainly aren't as quiet. They have learned some important group manners, such as: taking turns talking, listening to others and trying to solve group problems.

In their readiness skills: math has been beautiful as the children have worked at their own pace. Many chose math when it wasn't even their turn. We feel because they wanted to do it, they have larned far more than in years past. The majority of the class has completed the math book. Several children have moved into an advanced program. Those who are still working in the book will complete it next year. They have the material they've completed well in mind. More important, they are neither turned off or tuned out. They feel successful and they are!

The Reading Readiness and Peabody Language Programs were taught in groups, with all the children being exposed to the entire kindergarten program.

Writing of first name and numerals for many five and six year olds is a painfully tedious task, one that several are not ready for. We taught only as the child showed the readiness and the interest in this skill.

Another area we taught, only as the individual need seemed apparent, was the alphabet. This, too, is an easy talent for some and a next to impossible chore for others. We did not feel the mastery of that task overshadowed the importance of feeling successful.

The philosophy of this year has been to teach to the needs of the individual child, knowing that as his needs and skills increase, so will his desire to learn more; knowing that if he meets with success and not too much failure, he will, regardless of ability, stretch out to learn more with eagerness and enthusiasm.

We tried hard to meet each need. We weren't always successful. Surely we, as teachers, learned and grew in knowledge this year and we're sure the children did too. We loved this year and your children.

Thanks to you.

Carla Craig
Betty Cranmer

APPENDIX E

HUMANIZING A FIFTH GRADE CLASSROOM-- AN INTERVIEW WITH THE TEACHER

Introduction

The following interview was conducted by the IERSC staff with Morris Brady, a fifth grade teacher at Shelley Elementary School in American Fork, Utah. Mr. Brady's class is an outstanding example of what can be done to humanize the classroom without neglecting cognitive growth. Mr. Brady reports the changes he made in a class of 70 students, with two intern assistants, and the results, in terms of student growth and parent reactions. He reports the difficulty he encountered in making the change, after 17 years as a very traditional, authoritarian teacher, and the personal rewards and satisfaction he has experienced.

INTERVIEW WITH MORRIS BRADY
FIFTH GRADE TEACHER
AMERICAN FORK, UTAH

AL WIGHT:

In making our final reports on the affective project, we would like to include examples of what teachers have actually done in the classroom as they move in the direction of increased emphasis on affective or humanistic education. What we particularly like about your program is that you are trying to integrate affective education into all activities--your total approach to teaching--rather than setting aside a time for the "Magic Circle" or some self-concept exercise or something of that sort.

MORRIS BRADY:

I'm really beginning to get courageous. Would you believe I just put the reading books out on the table this year and said, "Now you pick what you like. If you feel uncomfortable, come talk with us, and if you would like to move that's fine." You would be surprised how well they did. I never looked at the records or anything--just "If this is what you would like to do, fine." I don't think we could have placed them better after two weeks than they did themsleves if we had spent the time testing them. When we listen to them read, they are all very happy, and no child has ever said, "Well you made me work in this book or this group that I wasn't interested in."

WIGHT:

Since making such a change in your thinking and orientation is so difficult, we are interested in knowing what led to your own change. What led you to decide in the first place that you wanted to make a change? Why did you change in the direction you did? What changes did you actually make? How is your classroom different now from the way you were teaching before or from a more traditional classroom? How do you structure it differently? What do kids do? What do you do differently from the way it was done before? How do you relate to kids in a different way? What do you think are the key differences between what you're doing and what other people do?

BRADY:

I think even before I met you fellows I was looking for something. I didn't feel that I was reaching every child at his level. Many of the things I was requiring children to do were impossible for some and very easy for others. I didn't feel much was happening, really, as far as their personal growth was concerned. They may have been getting the basic skills pretty well, but I didn't feel they had developed as individuals with self-determination who could make up their own minds about what they wanted to do and who didn't need constant support to discipline themselves or apply themselves for learning. Maybe I just became more aware that these things were lacking. I didn't notice them before because I think like so many people starting out in teaching, we are so concerned with teaching the subject that we forget about the human being and his total personality. We want to give him the academics and we neglect the other. Then of course, this is where we are held accountable. In the past teachers have been accountable strictly for academics and there has not been much emphasis on measuring or even trying to determine how kids feel about things.

When you came down and talked with us the first time, I was really interested. In our school we had constant discipline problems, children who needed constant supervision, and others who, I felt were pressured into dropping out. They still came to school, but actually as far as learning, they just dropped out.

I was determined to change from an authoritarian-type teacher to one that was more considerate of people. I couldn't expect the children to do that unless I did it. We talk to them about being kind to their fellow students and yet actually we are cruel to them because we demand things that are academically impossible given their abilities. It was hard to change, and still is after two years. I find that if I am tired, if I don't get enough sleep, then I revert to the old patterns. I act on instinct of what I know.

I noticed in our workshop that a lot of the teachers wanted you to tell them how to do things and you refused; and I do the same thing with kids a lot now, too. I did a lot of thinking during the summer after our training session that spring. How should I arrange my schedule, and particularly how could I revise the instructional materials for kids. I knew if the program was going to work we had to have a wide range of materials at different levels with the optimum of choices that the materials available in the school building would allow us to provide kids. I don't know if you would say I individualized but the children were no longer grouped for instruction. Most of the material was arranged so they could work individually at their own level. It doesn't take any more material, just more variety.

Now after a year's experience I found I had made a mistake to start with. I did initially test and group--that was the traditional way to start. I wouldn't do that again. I would let them start where they want and where they feel comfortable, a natural sifting process, I call it. I told them, "You are all in the top group, everybody is at the same place right now as far as I'm concerned. Here are the materials, work where you feel comfortable and we will provide help for you whenever you are ready." In spelling we individualized the material so we had at least three grade levels of material they could work on at their own rate above a minimum level. Something I found, too, is that for some children you must set a standard of performance. They must achieve a certain amount. We also did this with math and social studies. We allowed them choices in science as to what they would like to study.

We started out with no set opening exercises--such as no class officers, class rules, or class discipline. We did explain to them that we felt we did have a responsibility to the taxpayer and the school board to maintain a satisfactory level of discipline and behavior, and until they decided what they wanted we would operate the way we wanted. Then we let them know there was time available if they wanted to bring anything up.

WIGHT:

How did they respond to this?

BRADY:

At first not at all, until they found out, and it took about two weeks, that we really would listen to them if they brought something up and that we would take time to discuss things in class until we came to a conclusion as a total class (and this is sometimes difficult with a large group) . . .

WIGHT:

How large a group do you think can do this?

BRADY:

Well, I think 25 to 30 would be good. We had 70 last year. But we found something that worked very well. When we had a knotty problem, where there was a lot of discussion and everyone had something to say, we would break down into groups of about four or five, get suggestions, and then come back with those suggestions to decide as a total class. Sometimes we would post the suggestions for a couple of days so the students would have a chance to look over the ideas that the groups had come up with. We got more ideas this way than we do when we have the total class meet together. I started out by assigning groups last year. I would take the small discussion groups and I would say, "You work in this discussion group, and you be the leader." Toward the end of the year we actually got to the point where I would say, "Okay, now get yourselves in groups of four or five, come to a group decision, and then bring it back and we will discuss it as a total group before a final decision is made." They would get into groups of four or five--sometimes one student would say, "Oh, can I go with them?" and we would say, "Okay, six then." and sometimes the groups would be only one or two. This year I tried that to begin with and it worked just as well as if I had formed a group and assigned a leader.

WIGHT:

So you let them handle their own leadership problems right in their own group?

BRADY:

Right. We did go over a set of group operating procedures ahead of time, talking about what we would have to do to make a group successful, such as: we would have to listen to other people, and we want to get everybody's ideas. I gave them suggested operating procedures to start with and then we reviewed them. In our first experience this year, with 60 students, we had about 20 groups by the time they got set up--some were two, some were four, some were five, some were six. We got a concrete suggestion as to what should be done out of every group but one in the first meeting. I was amazed at how well these children worked from the start. Sure, there is more noise compared to traditional teaching. This really bothered me at first, but I think you have to realize that if you have children involved, there is a higher noise level than if you have them standing there rigidly like wooden soldiers.

WIGHT:

Have you found much lobbying going on, where people would try to form cliques and try to convince others to go with their ideas, or were they genuinely trying to seek solutions to the problems?

BRADY:

I found with ten-year-olds that most of them were very genuine in what they were trying to do and most were very honest. We found very little happening that was unexpected. Most of them were very realistic and the things they brought up--well, a few of the ideas were silly--but most of the ideas were quite practical. When they finally decided they wanted a class government and opening exercises and this type of thing, we had them. We went back to groups for ideas as to what the officers should be, and what their duties should be, and how they would be selected.

Last year they wanted an open nominating session for their officers and they wanted a complete three branch government. They had an executive branch, the class was the legislative group, and they had a court. They realized that if judgments were going to be made, they needed a common basis for judgment. They needed set rules and set punishments if they were going to have punishments.

First we started out with about 25 rules (some of them were quite minor things like flipping girls' dresses, screaming in the restroom, playing with the light switches) and constantly revised them as they would question them. Every morning we would ask, "Is there anything you would like to have happen or changed?" At the end of the year we ended up with five rules which were very general and pretty well covered the realm of human relationships. Such things as: We will not create or cause a disturbance, we will have respect for the rights of others, we will have respect for the property of others, we will not create a hazard--anything that might endanger other people or other people's property. This is the type of thing they ended up with.

This year they have had campaigns. We allow them time for campain speeches during the one-week period before the election when they run for offices, if that is what they want. The sense of fairness the kids have is interesting. They were very concerned that if they nominated people, everyone would not get a turn. So they came up with a rule that no one could run twice until everyone who wanted to had had a chance to run. So all they have to do is get a petition with five signatures and their name will be placed on the ballot and they can campaign. I like that better than last year when we had an open nominating convention. This way the person gets the petition with the five signatures and then he can campaign for a week--make campaign speeches and make posters.

WIGHT:

Do they decide also what these offices will be?

BRADY:

Definitely. We did that first in a large group, then small groups, and then back to the large group. Then if we needed to, we went back to small groups to refine and then back to the large group again.

Right now we have 25 rules. Some of them are very, very specific. They will change that. I have confidence. We will see something more general.

They also decide punishments. The punishment is simply a ticket. First, a warning ticket and then a ticket that states what they did. They can mark guilty or not guilty, explain the situation in writing, and then what they intend to do about it. Then they hand it to the teacher for his signature. The teacher confers with the student during his conference time.

For punishment they started out with writing 500 times such and such, and now have ended up with this ticket--first it's a warning ticket, which is a different color. It simply states, "This is to let you know that you are breaking this rule." This is signed by a policeman (who is elected). The second offense states, "You are doing this during this time" and it is handed to them immediately and they mark guilty or not guilty, explain the situation, and the last question is "What are you going to do about this?" They hand this to the teacher. During the conference period we will talk with them about it.

We told them also that if they persist in that behavior then it is only right that the persons who are most interested, the parents, ought to know about it. So if they keep repeating the same offenses, we will simply put that in the contract and send it home to the parents. There is no actual punishment, it is simply a self-examination.

We are actually just starting this this year. It has taken us six weeks to get to this point. We have a president, vice-president, and a secretary who handles all the money. Before the teacher had to spend all his time doing this kind of stuff. The students can handle it just fine. I am even letting officers excuse the kids to go home at night. I might be helping some child finish something up before he goes and giving him materials he needs to take home, and the president of the class can be up front excusing people.

These discussions and the decision-making process itself take considerable class time. I feel it's time well spent, because the kids begin to assume more responsibility for their own behavior.

Sometimes we did neglect--I don't know if I would say neglect--a subject. We would say, "Well, what do you feel like missing today, what time would you like to take to discuss this?" They would realize that some of the kids who really liked math didn't want to miss math, some didn't want to miss reading, some didn't want to miss art, some didn't want to miss science. But usually we would come to a group agreement by a democratic procedure and then we would miss that subject to handle the particular item that came up.

JIM DOXSEY:

Last year you were telling me about some students who made remarkable changes in terms of their personal growth, especially in relations with other students.

BRADY:

We noticed this as the year progressed. We had a little girl last year who had constant problems. She transferred to our school. She had been unaccepted in other schools, by other students--they had teased her and she had all kinds of defense mechanisms built up. When she began to find out we would accept her as she was, her defense mechanisms began to fall away. We told her we liked her, and we didn't criticize her. It worked in two directions, from the teacher's example, the way we accepted her and talked with her, and then from the students. They became aware that they were--every person in that class--distinct individuals, and that we all didn't think the same, that we all had different values, different backgrounds, and that just because we didn't think the same as the other person he was still an "all right person". In other words--they had contributions that they could make. The students began to realize this little girl had things to contribute too. And although in the past she had real serious problems academically and socially, and had been constantly picked on by other children, they actually accepted her as a classmate--even went out of their way to be friendly to her, and eventually elected her as a class officer.

A boy came to class who had all kinds of problems. He was clumsy, actually uncoordinated physically. To cover that up he would act the clown, stumble around and act silly so the kids wouldn't tease him or make fun of him. If he couldn't catch the ball he would act like he missed it on purpose and clown around a bit. By the end of the year he felt this was no longer necessary. I talked with the principal about him yesterday and he said this has carried over into the sixth grade now and he is doing fine there. He found out that he could be accepted for what he was and for the abilities that he had and didn't need to cover up his insufficiencies. I don't know whether this comes from the fact that we individualize the material or not. Actually no child fails. If he feels uncomfortable with something, he can get some other material he feels comfortable with and still learn. He doesn't feel like he is put in a slot. There is no need for a child to be labeled as "in the bottom group" or "in the top group." We have been going to school for a month now and I had a child come to me and ask which book is in the top group. I said, "I don't know, but this book is probably the hardest." I think this kind of thing works through the teacher's approach, his attitude towards the student, as well as the fact that the material is set up in such a way that every child realizes where he feels most comfortable and makes his contribution one way or another. This makes the student feel he doesn't have to cover up for insufficiencies. He then can become responsible for his own actions and feelings.

Also, we found that children are much more satisfied, they are also much more upset, but they are upset with themselves. For example, I had a student this year that constantly had a problem with his talking. I reminded him several times about it, but it didn't seem to sink in. So when it came time to select groups, he was rejected. I asked him, "Well, just what is the problem?" He said, "They don't want me." I said, "Well, why don't they want you?" He answered, "Well, they say I talk too much and won't let anybody else talk." Tears came into his eyes, and I think he realized for the first time in his life that his talking didn't make him popular with his fellow students. It hit home. He still reverts, but when I talk with him it isn't on the basis of me telling him. Now I can ask him "Is what you are doing making people think more of you? Is what you are doing contributing to the class?" This is all it takes. We find we have some real emotional experiences.

When children don't achieve, they sometimes have quite an emotional experience. For example, we had a little boy who worked really hard, he wanted to move up in math. He really practiced, but he didn't make it. But he didn't blame the teacher for it. His comment was, "I studied hard, but I didn't study hard enough." When I taught traditionally students would say, "That stupid teacher gave me too hard a test." or "That stupid teacher didn't explain it." But this time it was completely different, they felt the responsibility themselves. This is one of the great advantages, I think, in this type of program. They feel responsible for their own actions and activities. We have seen students realize that if they do fail, they fail because it was their own fault, they didn't study hard enough, or they didn't do their homework; it wasn't something the teacher did

Last year we had 70 students and 2 interns. This was a ratio of about 1 to 23. This year we are about 1 to 20. The interns are not trained to start with, but they learn. They grow through this program much quicker than they would if I gave them a set assignment. I try to have them operate in much the same way as the students. In other words, they work with the things which they feel comfortable with.

A new intern came in this year who had prepared a social studies unit in which she was going to lecture to the kids. She lectured two days. Going side by side I had an individualized science unit where the student had all kinds of things they could do--experiments, pictures, read books, listen to records, watch filmstrips, etc. It took her about two days to notice the difference in motivation in the children. She started lecturing on Wednesday. By the next Monday, she had individualized her approach. She was converted. She told me, "When I came into your classroom last year I thought the kids were quite noisy. I thought the kids were running all over the teachers, that they weren't doing anything. Now I see, I really see what you are doing. Children respond, they are motivated by this type of thing. You really help them and they are really learning. I had the idea that I was going to get up in front of the class, tell everybody everything, and they were all going to learn." She learned very quickly.

We feel the heart of our program is that we shortened each subject period about five minutes. We found we had wasted that much time or more giving the kids explanations they really didn't need. We removed the teacher from the front of the class. If you were to step into our classroom you would find that out of a total day there is probably less than 30 minutes when we are instructing the total group. We use the time to work with students individually. We took the five minutes off each subject and set it aside--that's what we call conference study time when we work individually with several of the kids. We divide the five days up so we have four of five students to conference with during this time each day on a personal basis, a one-to-one relationship. We sit down in private; sometimes we use a small room off to the side if the child needs more privacy. During this time we talk with them about their progress and achievement, and their social behavior, if necessary. Usually we don't bring the topics up; we let the students bring them up. We try to spend from five to seven minutes alone with each child once a week. During that time, to help them and also to help us, we have developed a contract form to use. The form has two columns, a commitment side and an evaluation side. It lists all the academic subjects as well as social skills in the form of open-ended statements. For example: In spelling I will do ______ units from ______ to ______. In math I am studying ______ concepts and will do pages _______. To improve my classroom behavior I will ______. To improve my relationships with fellow students, I will ______. To make myself a better person, I will ______. The students fill these out. They even commit themselves to how much homework they will do. I actually have a fifth grade girl this year who has committed herself to 2 hours of homework each night. Some of them are committing themselves to five minutes--but even that is an improvement for them.

The contract is held for the week and at the beginning of the next conference study period it is returned to them with a new contract. They fill out the evaluation side. We try to get them to use sentences and be specific--not just yes or no, but to explain themselves. For example, if they were absent for two days and didn't reach their goals, they should explain that; or perhaps they couldn't get a book they wanted, or they had more trouble than they had expected with a particular idea. Sometimes they do very well and write: "I did more than that. I did two extra pages in math. I worked 15 minutes longer at home than expected. I read more pages in my library book than I committed myself to read." At the bottom there is a space for the teacher's comment which we try to make very positive. We instructed the parent on "Back to School Night" that they can tell what they can do to help the child by reading these teacher comments. Sometimes we put very personal things in our comments: "I really appreciate what you did to help me."

Some teachers are worried that students can't see their own problems. But they can, they are really perceptive. You simply ask them in a manner in which you can get them to communicate. If they know they can trust you, that you won't let them down, they will open right up to you. It is surprising the things that will come up in conference. They will start out with barely a word, shrugging their shoulders, but pretty soon they are telling you what they had for lunch, what happened at home, and about their brothers and sisters! Soon they are talking about their own problems and what they think they need to do.

The child takes his evaluation home each week. The parents were notified at the beginning of school, by a letter, that we were trying to open channels of communication between the school and home and that we would like them to become involved in the school, that they were welcome to visit. As a matter of fact, we told them we would like them to come in during this conference time and help the class so we could have uninterrupted time to conference with the individual students. Two or three parents did come in once. However, we have received some very favorable comments from parents. The PTA took a survey last spring. They took a random selection of the parents of the school and several times in the telephone conversations parents said that they appreciated the communication contacts with the home because they could keep track of what the child was doing at shcool.

We feel that once the child has committed himself to something that we are at liberty--if he fails in his commitment--to question him as to why he has failed and what he thinks he should do about it. Of course, if he achieves his goals, then we praise and encourage him. Sometimes we ask, "Was that too easy, or was that a challenge?" We ask if he would like to reconsider or do a little more.

If you are going to have an individualized program we feel it is necessary to have some method for the children to commit themselves to what they are going to do, and you know what they are going to do. We found that some children can't project themselves for a week of work. With those we began contract daily (morning and night). First we worked out a one day contract, then two days, then three days, and finally they could project themselves for a week.

We had a little girl who came in this year with immense problems, and a very short attention span. The psychiatrist said she couldn't project herself for more than a few minutes. She had no idea of what the consequences would be of her actions. For example, on a field trip, she would wade in a ditch, get herself all wet and be uncomfortable all day. But she had no idea, when she waded in the ditch, that she was creating a problem, We still contract with her every day, but now she will come and say, "Would you help me? I said I would do this and I haven't got it done." Then we have the opportunity to help her find the materials she needs and she will sit down and work. Now she can pretty well commit herself for the day. It is really essential, to have a contract so that they commit themselves.

WIGHT:

So if he becomes involved in something he really likes, say like an art project or something, can he work on that all day.

BRADY:

Yes, except he knows that there is still a certain amount that is required. We ask him to do one spelling unit a week. He can do more than that if he wishes. If he wants to stay in a math group, that is where he operates. If he doesn't want to stay there, if he doesn't feel comfortable working at that level, he can go somewhere else. If he wishes to do something else that is important to him like art work, okay.

WIGHT:

So you do place certain requirements on an individual?

BRADY:

Yes, if he wants to stay in the same place. But there is help available to him at all levels. We never tell him that he has to move.

If a child is upset, even if he has wasted his time and didn't get something done, we ask him what he wants to do about it. If he can make a reasonable suggestion, that's fine. We use this type of approach with them.

WIGHT:

How do you keep a record of the child's progress?

BRADY:

We use a master chart. It is simply a record. We don't record scores. It simply means, "You have advanced this far." I have a math chart that lists concepts. When the child is ready he says, "Can I take the test on that concept?" When he passes the test at a reasonably acceptable level, it is marked off and he begins work on the next concept. Spelling is much the same way. No scores. We found with math that some of the children might have spent all year on the same concept. They couldn't pass the test at the level of some of the other students. So after they had put in an effort and worked with materials until it seemed like they had reached a maximum point for them, we marked the concept off. It's marked on the chart and they move on. Their charts look like the others. Each child has a personal record in his desk for each subject so he can also keep track of where he is.

We have seen some real changes in the kids who have in the past been underachievers. This approach seems to be more effective with the child who has a mental handicap of some kind--a child who has picked up bad habits in the past. He may still waste a lot of time, but he does better than he did before. Eventually, it seems that he catches fire in what he can do. We had a boy who came in this year who could hardly stay in his seat--he wandered about the room, he went to visit with his friends, he was a pencil sharpener, he was constantly getting paper, would write a little on it and put it in the waste basket. He started out at the lowest level in the series of math concepts. Now he is working near the top and is using his time to almost complete efficiency because he wants to, not because I make him.

DOXSEY:

How do you share information with parents about the students' progress and their attitudes and behavior in school?

BRADY:

The students take their contracts home and we hold conferences with the parents. We tell our children that they have the right to be involved in the parent-teacher conference. It should become a parent-teacher-student conference, not a parent-teacher conference, because the students should make their own report. We structured this a little in the beginning, by having a form that the students filled out which was a lot like the contract. It had each subject listed and each social skill listed. Before the parent-teacher conference, the children filled this out telling where they were, what they were doing, and how they thought they were doing. We also used lots of surveys and questionnaires (Sometimes our questions and sometimes things the kids wanted to know.) These were anonymous surveys; they trusted us and filled out the surveys and questionnaires honestly. They would mark the answer on a graduated scale. We asked things like: I'm skipping lunch often, seldom, never. I have trouble with my teachers often, seldom, never. They marked these very freely and honestly after having some experience with this type of thing. I would also ask them about their social skills: My classroom behavior is _____, I get along with my fellow students _____. At the bottom we had a list of about 20 words, some positive and some negative, like nervous, happy, unhappy, relaxed, comfortable, and asked them to mark how they felt at school. It was interesting that nearly all the reactions were positive, they marked they felt comfortable and happy. The students with this sheet in their hand made an excellent report for the parents. Most of them were very honest, I felt. After the student finished we would ask if there was anything else he would like to tell his parents while we were there together. The students would usually say no and I would ask if they would mind if I talked with their mother or father for a few minutes. (Some parents last year asked for time alone with the teacher, in addition to the parent-student-teacher conference.) In our meeting alone, many parents would ask, "How about that report, is that how he is really doing?" I would say, "Yes, he knows himself pretty well."

We surveyed the parents on their opinions of this. We got back about 20 out of 70 letters. But all the letters that came back were positive letters. The parents responded that they liked the parent-teacher-student conference and they would like to see it continue.

Parents like the program--they really do. We had our "Back to School Night" only two weeks into school this year. We had parents stand up and tell us how happy their children were to come to school. One lady said, "My boy is one who was held back, he is a year older. He has a hearing problem, and quite a few other problems. This is the first time in my child's life that he feels he can do something as well as the other students; he actually feels like he is not on the bottom of everything." This has been an important report about a child's attitude. We had others say it was the first time their children had done homework without being asked to.

WIGHT:

Have you had any parents who don't like what you are doing?

BRADY:

I haven't had any this year. Last year I had one, but that changed by the end of the year.

DOXSEY:

How would you compare this kind of program to the type of program you ran in past years?

BRADY:

I don't think the children do a lot better academically. Our achievement tests didn't show a great deal of difference on the average for the total class. However, I think that the big thing is that the child feels comfortable with what he is doing, he feels success. I am sure that if they were allowed to continue this program over a period of years, we would definitely see a change. We see it in individuals--as a total class we don't see that much difference academically.

We used a wider range of materials. I have had to provide spelling material from third grade to eighth, same with math. In social studies, not so many different grade levels but different types of ways to learn, such as reading, drawing, filmstrips, movies, records. So the child whose attention span doesn't allow him to listen to the teacher for very long or doesn't read very well has still got an avenue. I think the test scores last year were better maybe because that is what I wanted to see, but they looked better to me. We do different things with testing, too. During a test we say, "Okay, any of you who feel you would like some help with the reading, come over here and we will read with you." And they feel comfortable coming.

One of the big improvements probably is in their retention. Their learning means more to them--they are going to retain and use it better. Actually I don't think they are learning any more information. I mean, if you came down to basic facts--like remembering when Jamestown was settled--I don't think they learn more, but they know how a pilgrim felt in Massachusetts. I think they have an idea of what it was like. As far as remembering factual information, no. But real understanding, I would say yes. But how do you test if they know how a pilgrim felt? How do you measure if they really realize what it was like when everyone was starving to death? Or why John Smith said to those men, "You either work or you don't eat." I think they understand these things much better. When it comes down to something more concrete, like math, I don't know if there is much difference. But you get into any of the social or science fields and they do much better, have better retention, and have a much better understanding. There is plenty of opportunity to learn the facts--if you need them. I'm not sure that you do.

I think the children are much more sure of themselves, they express themselves more freely both to adults and others.

Last year a little girl's mother came in for the last parents' conference day, and she talked with all three of us. She made a point of waiting until I was through conferring with other parents because she wanted to tell me how happy she was and how much her daughter had changed. The child had had a very short attention span and was a day dreamer. The mother was so pleased with that girl's change--not necessarily that she made big gains academically, but that she was willing to work. For example, the mother said she used to force her daughter to practice the piano. Now she does it on her own. Before, she was going through the motions, now she does it because she wants to. We've noticed this, too. What the students do, they do because they want to. We have no way of telling what their retention is going to be over a long period of time. I feel that these children learn what they want to learn and they are going to remember it. This seems to be true even with the child who had difficulties before, because opportunities are open to him to learn it so many different ways. For example, if he is a poor reader there is opportunity for him to learn the same thing by watching a filmstrip or listening to a record, or even discussing it with fellow students if he feels the need.

WIGHT:

So the students aren't just working individually and with materials, they can work with one another.

BRADY:

Yes, they certainly can! They give each other spelling tests, help each other. We have told them and tried to explain to them, that the answers are available for the math tests. They are right there. Same thing with the spelling. If they want to get the book and copy the words down on a piece of paper and hand it in for a test, okay. If that is what they want to do, the answers are all there. If they want to get them from their neighbor, that's okay too, if that is where they want to get them.

WIGHT:

How many have taken advantage of this freedom?

BRADY:

Very few. Matter of fact, the class I gave this year came up to me with a poor reputation. The teacher told me that they will cheat and get answers to each other one way or another. You turn your back for one minute and everybody in the class knows the answer to the question. Now they don't feel a need for that. The answer's right there. Everybody knows it. If they want to know the answer they can go get it. We tell them, "What's written in my roll book, what's on the chart, or even what's on your paper, it's not worth a thing--it's what is in your mind that counts and when you go to sixth grade, that's what you take with you. You are the only one in the world who can put it there. This is the attitude we have.

DOXSEY:

What kind of social skills do these students develop and how are they different from the kids you would have in the other type of program?

BRADY:

I think it's the teacher that is different, not the kids. Five years ago if someone had told me I could say, "Okay now get yourselves in groups of four or five and discuss this and come up with a solution." I would have said, "You're crazy, they can't do it." But they can. It's not the kids, its the teachers. You have to let them do it.

I was talking with a teacher last year who said, "Let kids legislate? I would never let them do that. I might let them do the executive part--let them have officers, but I would never let them legislate the room." It's simply that we, the teachers, are afraid.

DOXSEY:

By doing this, by working together, do you see different skills and abilities developing?

BRADY:

Oh. yes. First of all the communication with each other and with the teacher is very good. The way they handle the problems is much better. Instead of having a fight, they will handle a problem in a peaceful manner, because they have the communications skills to handle it and they understand each other's feelings.

I have actually had students come in and tell me that "so and so" wanted to fight. Then they would explain how they told the child, "I don't want to fight you--isn't there some other way? Let's talk it over." We have had fewer problems like this. One boy came into school new this year. He soon challenged the largest boy in the class to a fight. After they fought we discussed it with both of them separately. "Did it make you like him?" "No" "Did it make you feel good?" "No."

"Well, what do you feel you could have done?" We talked it over and finally they came to the conclusion that fighting made enemies and if they could talk it over they could become friends. Well, they did that during the next recess--they talked it over with each other and now they are the best of friends.

WIGHT:

Do you find you have generally fewer behavioral problems now?

BRADY:

That depends on whether or not you are a traditional teacher. There is more noise, but fewer behavioral problems. Less fighting, less stealing, less bothering, teasing, making fun of others. This has almost completely disappeared under this type of situation because they accept everybody for what they are. Really, they do. They get the idea that everybody is different, everyone is unique, and we all have different talents and abilities. I tell them I'm different, the other teachers are different, if I had my choice I would have been born rich, smart and handsome. But I wasn't, and I am stuck with what I've got. We all are. If there is a serious problem involving the whole class we take the time to talk it out. If it involves individuals, we get together and talk about it.

DOXSEY:

What's happened now to the sixth graders who were your fifth graders last year.

BRADY:

They went back into a traditional classroom situation. From the reports I have received, they seem to be fairly happy. I talked with them at the end of school. I told them they were going into a different situation, that the teachers were going to be different, but they were reasonable people. If you adjust, if you adapt, are calm and not angry about what you do, and if you communicate with them, I'm sure they will listen to you. We are even seeing some changes in teachers. Of course, that was an exceptional class to start with, but my boy is in that class this year and he came home and repeated a joke the teacher told them. I have never heard of that teacher telling a joke before. They seem to have very few problems in the halls or playground.

WIGHT:

How difficult was the change for you, what kinds of problems did you have, how did you feel about it, how many times did you say its not worth it?

BRADY:

Sometimes I still do. When I get real tired or at the end of a day when it seems like they just haven't accomplished what I think they should--which is a mistake. Or maybe we have an incident where we bother someone else, since we are operating in a building where traditional teaching goes on,...sometimes you wonder.

I guess the most dramatic situation I went through was last spring, when I went through what you warned us we would go through. I had a rather upseting period, and I had to have a conference with the principal. I needed some encouragement. He felt what I was doing was right and encouraged me. I think we need a cooperative principal.

I find I am constantly learning. Sometimes there is still that temptation to snap right out at the child instead of handling the situation positively.

When I get tired, I still revert to the old methods where I am critical of the child or use sarcasm, but generally I try to approach a child with "How can I help you do this?" or "Can I help you with this?" If they are out of line or wasting time or visiting with friends, we simply ask them, "How can I help you get started?" It works much better than, "Okay, I want you to get busy."

WIGHT:

How do the kids react to you when you revert to your old methods?

BRADY:

Well, I think they are shocked. They feel that's not me. Usually when that happens I apologize to them. Sometimes in the morning, if I'm not feeling too good, I will tell them I've had a bad night--didn't sleep too well. "If I get out of line today, you will know why." I try to tell them I'm a human being and I have feelings. We know they do to--sometimes they have good days and sometimes they have bad days.

We are the same way. Usually I try to apologize to the child if this happens, "Sorry I did that; I lost my patience. The thing you were doing really bugged me, got on my nerves, and I lost my temper." But I don't say, "You were a bad boy."--but, "The thing you were doing bothered me."

I think they need to know there are things that do bother you. For example our class this year wanted to chew gum. I let them know that it bothered me, but if they really wanted to do it and wouldn't make a mess on the carpet or chairs and could do it in a dignified way so that it looked nice and didn't become a problem, that I could probably tolerate it, even though with my training and background it would bother me. So they chewed gum. I had a lot of gum chewing for a while, but I don't have any more now than when I used to try to catch them chewing it. You see, there is no reason to chew gum now that they are not trying to get away with something.

WIGHT:

How is the rest of the school reacting to your program?

BRADY:

We are having problems with the kids in the halls, with the kids in other classes. We find that our space limits us in what we would really like to do, and our noise level is probably higher. We have tried to control that. If the noise gets too high we simply tell the children, "We can't bother other people, we can't infringe upon their rights. If we are going to be free in what we want, we have to allow them their freedoms, too. If we are going to be too noisy in the halls, we can't use them. If we are too noisy in the alcove, we'll just have to not use it until we learn to operate a little better. If we can't put up with our own noise in our own room, we can't expect others to put up with it."

Really, they aren't that much noiser, or maybe I'm getting deaf. We find times when students will work for long periods of time quietly without the teacher being there. I had an emergency right in the middle of a slide film once. I left my group and when I came back they were finishing the slide film by themselves. I just told them, "I have a long distance phone call, and have to leave." Sure enough, there have been a few problems, but the children who had wanted to watch the filmstrip had insisted that the others control themselves. I complimented them on the fact that they had that much control and that those people who really wanted to do what was right were able to find a way to handle the other people and get along with them. It worked out really well.

Sure, if we have discussion groups or something like that it is noisy. If you have ten kids giving spelling tests, it is going to be noisier than if one teacher is up front giving a spelling test.

When it's conference time, they have forty minutes when they are completely on their own. We will say five minutes before the conferences, "Okay, now if you like, you have five minutes to get the materials and things you will need to work quietly in your seats for the next forth minutes." They get them and they are in their seats and they work there for forty minutes because they know they can't talk with the teacher since he is busy with someone else. They operate completely on their own for that time.

WIGHT:

Could a teacher do what you are doing without a supportive principal in the school?

BRADY:

It would be difficult. You could do a lot, but it would be difficult. I mean it would be more difficult that it was for us. It is really hard for us to judge because I had a principal who was very supportive and very helpful in providing materials, and this type of thing. I think the teacher could start out with little things. Start out with one subject and try to make it so the kids can work at their own rate. You will be happier--you are an advisor, a facilitator in getting them the materials and getting them the things they need to go ahead. Try one subject, if you can do more than that, then you can go from there.

As far as sone of these package programs go, I think they help. But I don't think any teacher ought to believe that the program will do it for them, because it won't.

DOXSEY:

How would you feel about teaching in an entire school that uses your style of teaching?

BRADY:

Boy, I would like to teach kids who had started out in the first grade this way. It could be done at any level. If you could teach them this way all the way through, I'm sure you wouldn't get all the hangups we get. Even by the fifth grade some of these kids are really unhappy. Their total school experience has been miserable. It's a shame. They have such a poor attitude towards school and towards themselves.

DOXSEY:

Some people say that self-concept is formed at home. By the time kids get in the fourth, fifth, sixth grade there is nothing the school can do to change how they feel about themselves. How do you feel about that?

BRADY:

I don't believe that. I think school can do a great deal. School and the relationships at school are the main part of the child's life. It is the most important thing that is happening to them. Sure, Mom irons their shirts and Day plays ball with them, but how they are getting along with their friends at school is more important to them than what Mom and Dad think. School plays a great role in their self-concept development because this is where they interact with their peers, if they are allowed to.

A child has two choices when he runs up against something too difficult for him or if he is pressured beyond his abilities. He either knuckles under or cops out. He either becomes a submissive person and lets other people make his decisions or he becomes off beat and cops out completely from society. Those seem to be the only choices left to him.

I had a boy this year who has a very difficult time completing any work. He is a hundred percent as far as he goes, but he never finishes. The boy told me in a conference that his dad had been having him do quite a bit of homework to try to get everything done--riding him. I said to the father, "Why don't you let him study for fifteen minutes and then play football with him for fifteen minutes?" The little boy, in conference last week, said, "You know, I'm getting so I can catch that football pretty good." Apparently the dad is trying what I told him and the boy is much happier. He is more relaxed about his work. He is getting more done because he is not so uptight worrying about getting it all right and all done. He still has a ways to go, but it involves a change in his personality, and his self-concept, because he was so nervous. I asked his father, "Haven't you ever been in a situation where you panicked?" The father said, "No, I haven't." I said, "Why not?" And the father said, "When I get to that point I just stop." So I then knew exactly what the boy's problem was. He does the same thing. He gets to the point of panic and can't stand it any longer and then he stops. I think we have to find ways to deal with this as teachers. We need to take away the pressure.

If we can get the parents to cooperate and take away the pressure, the child feels relaxed and then he can be himself and doesn't need all of the behaviors we used to get--which I think are a cover up for poor self-image. There is no need to make excuses or lie, or cheat. If you do the best you can do, it is acceptable.

Parents seem to think that kids are different than they are. They aren't. We all avoid the things we don't like and do the things we do like. If I like to play golf, I play golf; if I like to go fishing, I go fishing--and I find time to do it. Kids are not a bit different. If we run up against something that makes us feel uncomfortable, we find excuses or find a way to get out. Kids do the same thing. If we pressure them too much they will cheat, and copy the answers, if that is the way out. We teachers force them--we force them to be dishonest and to cheat and lie and make excuses. I had to realize that. The students had no choice. These things disappeared when they had the freedom to operate. Sure, they still say they would like more recesses, etc., and you say, "there are limits under which I have to operate. I couldn't let you do that even if I wanted to. I like recess too. That is not within our power--let's change the things we can."

It certainly has made a difference in my life at home. I think we should learn to use these types of things when we are involved anyplace with people. If we could just learn to respond to people in this way--accept people as they are. Take their suggestions and they will take yours--interchange ideas. You don't have to wait until kids are adults for them to think and have ideas of their own. And good ideas--better than yours and mine, sometimes. Sometimes a teacher doesn't do it because he is afraid the kids will come up with off beat ideas. That just doesn't happen. Every human being, I think, wants freedom. He wants to accomplish by himself, and I think basically to be fair with his fellow men. I don't think you would find one in a thousand who would not.

DOXSEY:

How long have you been teaching?

BRADY:

Eighteen years. I'm certainly glad I tried this, too. Like I say, I am really convinced it is the best way. It is not the easiest way, but the best way. It takes more teacher time, more thought, careful planning, and certainly greater empathy. It takes a teacher who feels a little more sure of himself, perhaps. One who's not afraid of his feelings being damaged.

I must say the rewards are greater. I feel I am closer to kids than I have ever been. I know how they feel more than I ever have. I really feel like I am affecting their lives--an influence on their lives--much more than I ever have because they look to me for advice and accept it because they want it. There is a lot of satisfaction to get out of this.

I have never been happier teaching. Never enjoyed it more, never worried more, never worked harder, never had so much fun. I really mean it. It is tremendous to see these kids come out and relate to you and relate to other kids. They expect you to help them and they let you help them. It is sure hard sometimes not to say, "Now you do this or you do that," but simply say, "What do you think about this, have you thought about this?" Or, "Do you want me to tell you what I think?" That is what I said to the little boy who had the talking problem. I said, "Do you want me to tell you what I think? It is because you talk too much and they want a chance to talk, too." And then he began to cry. For the first time in his life he realized that all his showing off wasn't doing what he thought it was.

It is difficult for a teacher to change. It is a personality adjustment. I have found I can get the same results by doing things in a different way. Instead of saying, "Now shut up and get in your seat." I say, "Now how can I help you get started?" Or, "Do you need some material? I will be happy to get it for you." You get the same results but the child doesn't feel put down or he doesn't feel that you are critizing him personally, you simply want to help him.

The teacher's role changes completely. I feel now that I am an advisor, counselor, helper, friend, facilitator...not a lecturer or disciplinarian. I feel I have a completely different role.

It takes courage. We had parents in our room last spring. We had invited the parents to come in and spend time. We had 23 or 24 parents come in and spend an hour in the classroom--if they came they were required to stay at least an hour so they could see what was going on. We had nothing but positive reports, but I had been really worried. I still had in the back of my mind that old fear, because they had gone to school in the traditional fashion.

On "Back to School Night" this fall we were really high, really happy after the parents' reports. I really felt good. I knew what we were doing was right. As we were talking with the principal, the interns were saying how happy they were with the situation, and I said, "and after eighteen years I am really happy." Mr. Hansen, the principal, said, "It's not eighteen years, you are a brand new teacher." That made me feel good too. I said, "That's right, I am. I'm a brand new teacher." I am sure learning after eighteen years--I've got a lot to learn. I hope I can get to the day when I can stop reverting sometimes and can always handle the situation with love and empathy, and keep the child's interest at heart instead of my own emotions.

I still have 22 years to teach. Kids don't remember the history lessons, or the math lessons, or the English lessons. Sure they learned them, but this isn't what they remember. They remember the things the teacher let them do, when they felt like they were on their own and doing something they wanted to do.

I can remember two things in the second grade. I remember when the teacher said, "I have somebody who did something extra neat--a good job on this basket, and I want that somebody to be my helper." It was me. I remember that about second grade--I had a personal relationship with the teacher. The other thing was that she let us read some first grade books and it was easy and it was fun. Now that is all I remember about the second grade.

I think all teachers have got to examine themselves. When you think about the things you recall, really remember, it was either this type of an experience--a personal relationship with a teacher where you got to do something you really wanted to do and was fun to do; or it was something fun with somebody else in class that you got to do together. Those things help you remember. Now if you can just get education involved in that and the academics taught in that way, they would be remembered too.

APPENDIX F

PARENT INVOLVEMENT IN DEFINING STUDENT AFFECT

Introduction

The material contained in this appendix has been excerpted from The Different Drummer: An Early Report on the Conceptual Model. prepared by the Foundation for Urban and Neighborhood Development (FUND), Denver, Colorado, as part of a Conceptual Model Project for the Open Living Schools in Evergreen and Edgewater, Colorado.* The purpose of the project was to describe the techniques, operations, and processes of the Open Living School and, from these descriptions, develop a model of the school which may be of use to other schools.

IERSC has obtained permission from FUND to reproduce the section of their report describing the continuing efforts of the staff and parents to identify and define affective goals and assessment procedures for the Open Living School. This is an excellent example of what can be achieved when parents are actively involved in significant decisions regarding the purpose and direction of the school.

---

*The Open Living School in Edgewater and Evergreen are alternative elementary schools created by the Jefferson County Board of Education. Following an "open" education philosophy, the OLS is attempting to foster development and growth of the total child.

Excerpt from

THE DIFFERENT DRUMMER

AN EARLY REPORT ON THE CONCEPTUAL MODEL*

by

Earle Warner, Betsy Taoka, and Liam Rooney

AFFECTIVE GROWTH

The section that follows is basically a description of the process of the development of affective goals and measurement techniques. It is important that the reader take note of the process as well as the specific items developed from the process.

The process used in the affective area is having two important impacts. First, specifically appropriate goals and measurement techniques will eventually be developed, although those techniques will not become so fixed as to inhibit future development of ideas and procedures in the affective area. The second, and perhaps more important, impact of the process has been the reflection and learning for the participants. By being part of the process, most participants have become more aware of themselves as well as the students.

The process described in the following section is a lengthy process, the results of which may be more clearly seen during the 1973-74 school year. Much more refinement and continuing work must be done. The search here is for new ideas and techniques. The reader is cautioned against viewing the process as either simple or one which is rigid and fixed. Rather, the process is one of continuing learning and growth.

One of the main philosophical assumptions of the Open Living School is that not only is each child unique but also each child has a unique way of learning. One of the purposes of the Open Living School is to provide an environment in which each child can maximize his own unique learning style and his own method of making sense of the world around him. Many of the behaviors that a child learns in his endeavors to make sense of himself and the world, fall within that area of growth called the affective area.

---

* Reproduced by permission of the Foundation for Urban and Neighborhood Development, Denver, Colorado.

The Open Living School is concerned that each child should grow in his or her empathy for other human beings and sensitivity to the world around him or her. Acquisition and assessment of these character traits, however, is very complex. Consequently, it is easy to overemphasize cognitive areas since they are simpler to understand and assess. It is easier to present a certain cognitive body of knowledge and develop behavioral objectives by which the teacher can assess how well the student has acquired that knowledge. Similarly, parents often find it easier to understand and assess the cognitive growth of their children than they do the affective growth. The Open Living School has begun a lengthy process of affective goal identification and measurement designed to insure appropriate systematic emphasis on affective growth at home and school.

The reader should keep in mind the importance of the integration of affective learning experiences between the home and school. For example, if the school is attempting to provide an environment which encourages "involvement" behavior (i.e., one which encourages interaction with others, sharing and requesting activity, helping a child to confront when appropriate), and yet if the home "teaches" by example, that withdrawal, isolation, and covertness are ways of interrelating to those around you, then confusion will occur in the child.

Affective character traits cannot be learned in the five hours a day spent in school. Neither can they be taught as a "course" in school. They must be part of one's total life experience in order to make sense and become integrated into one's personality. Affective goals are being taught all the time, primarily by all of the significant adults in the child's life. Although adults do not directly refer to the goals of gentleness or aggression verbally, the way they act and relate to one another as teachers and parents provides indications of accepted and useful behavior to children.

Since the range of behavior in any affective area is almost limitless, the Open Living School groups dealing with affective goals have attempted to focus on those ways of acting which they feel would be most useful to foster human growth. The prime resource person for this segment of the conceptual model development was Dr. Albert Wight of the Interstate Educational Resource Service Center in Salt Lake City. Dr. Wight and his staff have reviewed an estimated 10,000 instruments which purport to measure some aspect of affective behavior. Of these, only a very few appear to have direct utility for educational measurement. From his research, Dr. Wight feels that no single instrument or group of instruments developed by someone unfamiliar with the particular student population which is to be measured, can be considered valid. Consequently, he has developed a model for identification of affective areas which is responsive to a school community's unique needs. This model requires that the particular population which is interested in teaching and measuring growth in the affective area must first themselves identify those affective areas which they consider to be important.

In this case it is the parents, teachers and students at the Open Living School who must first go through this identification process. One of the main reasons that Dr. Wight recommends this procedure is to insure as much as possible that the affective goals of the school are consistent with the genuine goals of the people who make up the school community. It would be meaningless to give verbal recognition to the goal of understanding and consideration of others when our behavior toward one another is hostile and threatening. Also it is beneficial for the adult segment of the school community to become very clear on what personal characteristics they feel are important. A particular community may consider aggressiveness to be a very strong and useful affective characteristic. Another community may rank aggressiveness in a much lower order of priority than a goal like empathy or awareness of others' feelings. Consequently, the first task in the development of a procedure in measuring affective growth is to identify those areas of affective growth that are critical to that particular school community.

This section will describe how the parents and teachers of the Open Living School have begun to develop a procedure for identifying and measuring goals in the affective area.

One parent describes her involvement in this process as follows:

A Parent's Observations of the Edgewater Parent Affective Group Process

by Agnes Polak

A group of parents from the Open Living School in Edgewater have been meeting to help discover ways to measure the children's growth in the affective area of their education. I have been with the group since the beginning and would like to record some of my observations of the process.

At the first meeting about seven parents were present. Some of them had indicated their interest in participating in such a group in a questionnaire on how to help with the school evaluation sent out by the FUND project team. Others came because it was suggested they might be interested. The group has grown and changed in this way with members coming and going.

Betsy, a member of the project team from FUND, described to us our task. Our group was to help discover ways of measuring growth in that area. We began by brainstorming and simply writing down all the ideas that were thrown out. It was probably the easiest part and it was fun. There was a lot of anecdotal discussion which was useful in familiarizing the group with each other and in giving rise to ideas for goals. We listed about fifteen or twenty items we wanted to suggest for the school in the affective domain.

Al Wight was present at the second meeting. He is a consultant in education specializing in the affective area. We reviewed what we had done the week before for Al and several new members. Then we bogged down on what to do next. Al gave us a very broad outline as a possible way of proceeding but generally both Al and Betsy were non-directive and supported the parents. proceeding in a way that was meaningful to them.

After this meeting, I had many questions for myself about where we were going and why. It seemed to me that both the goals and the means of reaching them had been discussed very thoroughly by the people involved in originating the school. Why not simply call on them to join our meetings and proceed to discussing how to measure these goals. Of course, that would mean they would have to go over it all again with the inevitable challenges and semantic complications in order for us to fully understand their goals for the school. And their set of goals would be very similar to ours anyway. It occurred to me that it was the process of discovering these goals anew and attempting to define and measure them that was the important thing to me. The learning that was happening is what mattered. The goals we have listed one could get from almost any school handbook or from numerous library books or research papers available on the subject. But to read these lists had very little affective meaning for me. It was perhaps useful in a cognitive way. But to really understand what it means for a child at our particular school to be "discovering a sense of self worth" is to be involved in the process of defining that goal, discussing what environment is necessary to promote it, and suggesting possible methods to measure the growth toward that goal. The learning and growth I experience in this process is a very important educational experience for me and therefore for my children and the children I interact with at the school.

At the next meeting, we broke down into small groups with each group choosing one of the goals we had suggested. We attempted to define the goal and to suggest the necessary environment to encourage growth in that area, and to suggest ways of assessing that growth. This was a productive meeting with some time lost in trying to fill in the new members about what we were doing. My observation about this confusion on the part of new members was that by this point we were starting to jell as a group and new members coud not yet perceive what their role was or feel in what direction the group was going. It usually took two meetings or so before a new member settled in or didn't return.

In the succeeding meetings we eventually suggested thirty-eight possible goals in the affective area in which we would like to see our children growing. We then consolidated those into subheadings of about ten major goals. The list is not a definitive one nor are the definitions exact, but it is the place where we as a group of parents have arrived after six weekly meetings of struggling with the problem. I am satisfied with the work because another thing I have learned from this process is that it doesn't need to be a great statement or a perfect one. It is enough that we are struggling to identify what we as community members want from our school and that we are willing to be involved in the process of reaching our goals along with the staff, the board, etc.

From here we must try to find ways to accurately observe and measure our goals. That too is a challenge.

Identifying Areas of Affective Growth

Box A in the model shown in Figure 1 indicates this first task in the procedure. At the present time three separate groups of the Open Living School community are engaged in this procedure. They are a group of Evergreen parents, a group of Edgewater parents and a third group composed of staff from both sites.* The staff group has met less frequently than the other two groups. There has been some teacher participation in the Evergreen group and some parent participation in the staff group. Since the Evergreen group was the first to meet, it, like the Edgewater group, has developed its procedure to a relatively advanced degree at this point in time. The remainder of this discussion will be concerned with that group.

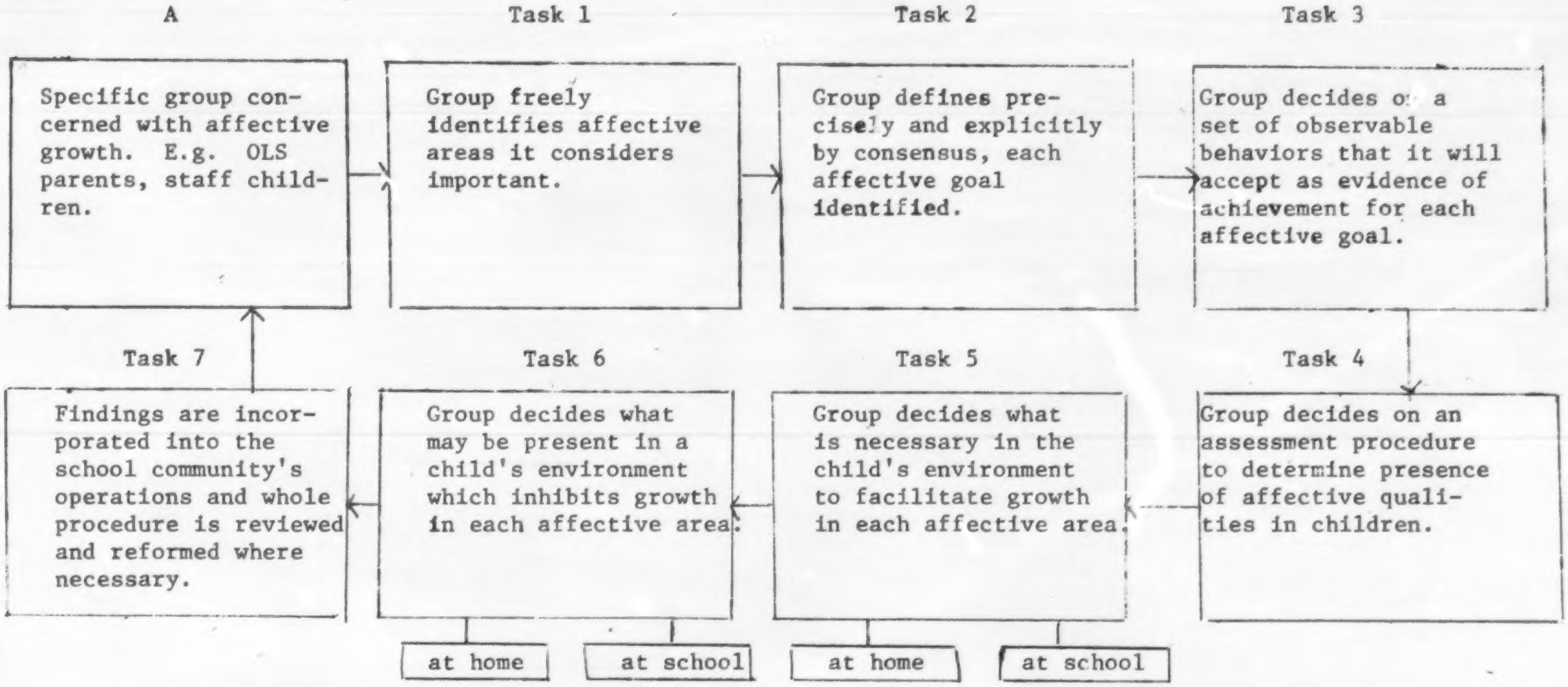
This group was originally composed of parents who had volunteered to work on a task force in developing affective instruments. The original meeting was held on a Sunday afternoon in December. There were six parents present. The meeting lasted approximately three hours. The next meeting was set for a Friday evening one week later. At that meeting there were approximately twenty-five parents. Since then there have been five more meetings--all held, with the exception of one, on Saturday evenings.**

---

*In addition, most staff members answered a rather lengthy questionnaire dealing with the affective and talent areas. The input from the questionnaires has been used in the further definition of these areas.

**The Edgewater parent group has been meeting weekly, and leadership of the group has moved from Project staff to the members of the group. Staff group meetings have "formally" occurred two or three times although the affective area has been discussed as a few other staff meetings.

MODEL FOR THE DEVELOPMENT OF A PROCEDURE FOR IDENTIFYING, MEASURING AND TEACHING AFFECTIVE GOALS


A
Specific group concerned with affective growth. E.g. OLS parents, staff children.
Task 1
Group freely identifies affective areas it considers important.
Task 2
Group defines precisely and explicitly by consensus, each affective goal identified.
Task 3
Group decides on a set of observable behaviors that it will accept as evidence of achievement for each affective goal.
Task 4
Group decides on an assessment procedure to determine presence of affective qualities in children.
Task 5
Group decides what is necessary in the child's environment to facilitate growth in each affective area.
at home
at school
Task 6
Group decides what may be present in a child's environment which inhibits growth in each affective area.
at home
at school
Task 7
Findings are incorporated into the school community's operations and whole procedure is reviewed and reformed where necessary.

Meetings last from four to six hours. The size of the group has grown with new members coming each time. New people are encouraged to participate in this group in order to have as wide a base as possible for developing this procedure.

During the initial part of this phase, that is, the first two meetings, a brainstorming technique was used to see which areas were most important to the group (Figure I, Task 1). Any and all affective areas were considered. All ideas were discussed and eventually the group arrived, by consensus, at twenty-five different affective areas which the Evergreen group considered to be crucial. Column I in Table A, which follows, lists these twenty-five areas. Table A also lists the affective areas identified by the Edgewater and staff groups. The next task of the group was to define specifically what they meant by each area (Figure I, Task 2). Table A shows that, for instance, the affective goal of respectful assertiveness was specifically defined as: ". . . the ability to assert one's self in all appropriate situations and yet be empathetic and respectful to those with whom one is relating."

After all twenty-five of the areas in Table A were identified and specifically described, the Evergreen group moved to the next task (Figure I, Task 3), which was that of defining the kinds of behavioral evidence that the group thought would indicate achievement for each affective goal. Although proceeding to the next task, the group did not mean to imply that these twenty-five areas represent all the crucial affective areas. However, since this initial outcome of the group's efforts provided so much data, the group decided to move on to the next task in order to field test the relevance of these areas. As they began this task of testing, it soon became apparent that, for the present, the group would have to further limit itself to fewer areas in order to be able to begin developing a technique for measurement which could be tried out in the classroom within a reasonable time. Therefore, the following twelve areas were selected from the original twenty-five:

TABLE A.

AREAS OF AFFECTIVE EMPHASIS IDENTIFIED BY THE AFFECTIVE STUDY GROUPS

I EVERGREEN PARENTS	II EDGEWATER PARENTS	III TEACHERS
Involvement--ability to take initiative and to contribute to social interactions. An active rather than passive orientation. Ability to be involved with other persons and the total environment.	Co-Learner Willingness to learn from peers East of co-learning with all ages and both sexes. Respect for others with knowledge regardless of age or sex.	Positive Self-Concept (self-confidence or self esteem) In order to function fully, happily and effectively through life, a child must develop a positive self-concept which is indicated by appropriate interaction with his environment.
Respectful Assertiveness Ability to assert one's self in all appropriate situations and yet be empathetic and respectful to the person or persons with whom one is relating.	Strength -Live by your convictions. -Balancing. -Compromising without selling out.	
Self-Concept: development of sensitivity to self (insides). Awareness of one's own abilities, assertiveness.	Introspective Quality -Looking at own actions; wondering about them. -Verbalizing your thoughts. -Separating self from others, yet interacting with others. -Ability to develop own value system.	Self-Actualizing (Problem solving) In order for a child to become a self-actualized individual, he must develop skills which enable him to explore, experiment, learn for himself, all of which require problem solving.

Cooperativeness: Regard for others, empathy. Recognize uniqueness of others, sensitive to others, sensitive to others' feelings, not categorize others artificially.	Cooperative Problem Solving -Participate rather than just observe. -Ability to learn with another, i.e., co-learn. -Ability to win and lose. -Ability to make decisions.	Self-Actualizing (Problem Solving) (see above)
Happiness. Thought out optimism based on reality; positive orientation; view self as a successful person.	Accepting -of others and self -non-defensive -comfortable with self	Self-Awareness Ability to know own wants, needs, likes and abilities. Has a feeling for her or his potential in all areas --social, intellectual, emotional, physical.
Coping Ability. (A.A. Prayer) God grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference. Control over one's environment; responding to challenge.	Able to Win or Lose -It matters not whether you win; it's how you play the game that counts. -Able to learn from losing.	
Spontaneity. Ability to react as one feels at the time one first feels it.	Joy of Living -Relaxed, happy -Capable of expressing love. -Able to tolerate ambiguity -Able to hang loose -To be alert and gentle.	
Sense of the Absurd. An appreciation of the absurd; a sense of play, a since of humor. Like the Ludic scale.		

Love of Learning. Awareness of, and a desire for, personal and intellectual growth.	Individual Problem Solving. -Able to make decisions. -Able to be resourceful.	Love of Learning. Ability to initiate action from materials available, e.g., the paints are out and he or she just starts painting.
Honesty with Feelings. Being truly able to express how one feels. Being authentic.		
Openness. Ability to express honest feelings even though it hurts one's self. Ability to be vulnerable.	Openness.	Openness. Shares feelings with others. Praises others.
Risk-Taking Ability. Freedom to fail without great anxiety. "Oh well, what the hell, why not try."	Risk-taking ability	Accepts own mistakes and profits from them. Expresses negative responses when appropriate.
Ability to be comfortable with success.		
Autonomy. Ability to function as an independent person within a group but sensitive to the values and actions of the group; yet retaining one's own values and identity.	Able to Exercise Choices. -To create choices, options. -Trying them out. -Find and exert own strengths. -Ability to set realistic and personally relevant goals.	Autonomy. A child who wants to do something on his own. One who knows his wants and initiates action in those areas. Chooses to involve self in something no one else is doing.
Self-Directedness. Ability to choose,		Self-Directed. Assumptions:

from a wide variety of options, those which fit the individual. Ability to deviate from the norm. Ability to recognize one's own uniqueness.		1-Children want to learn: natural curiosity and need to learn. 2-All children have the potential to be self-directed. 3-Same method will not work with every kid. Ability to work on own. Select own materials without undue dependence on others. Is not easily distracted from own work.
Genuineness, Authenticity. Ability to be himself or herself (part of self-concept)	Sense of Self-Worth -You are yourself, he is himself, etc. -A feeling of security, at peace with one's self. -Inner directed when very young. -Self aware but not selfish; responsible to others also. -Able to avoid being manipulated.	
Equality: Race, religion, national origin, sex and age; sensitivity and not sympathy to others; honesty with one's self and others.		
Dependability. Doing what you say you'll do.	Responsibility -for self and others -Responsible for one's actions and decisions. -Evaluate and learn from actions.	Responsible for own action. Responsible to the community.
Trust		Trust. Ability to express faith in others. Have realistically predictable views of others.

Appreciation of past and present human effort--historical, cavemen, Indians, primative people who exist today--"It's great to be human." A sense of history as JFK had: "Incorporate history into your life."		
Creativity		
Originality		
Ability to deviate from the norm. Recognize one's own uniqueness, ability to choose from a wide variety of options, those which fit the individual.		
Respect and appreciate nature and one's relationship to it.		Positive interaction with the environment.
Appreciation of and application to tasks of every day. Not conformity but responsibility for one's (and everyone's) survival and one's growth.		

1. Autonomy.
2. Coping Ability.
3. Dependability.

4. Honesty with Feelings.
5. Involvement.
6. Love of Learning.
7. Openness.
8. Risk-taking Ability.
9. Self-directedness.
10. Sense of the Absurd.
11. Spontaneity.
12. Respectful Assertiveness.

Each of these twelve areas was examined carefully by the group in order to decide what possible behaviors a child might manifest which would indicate the presence of that quality. The group tried to limit itself primarily to identifying classroom behaviors, but the group emphasized that teaching and learning in the affective area was not limited to a child's schooltime experiences.

The initial phases of the group's work, i.e., identifying and describing the affective areas, moved quite rapidly and with relative ease. However, deciding on behaviors required the group to move from theorizing to identifying specifics. Evidence of how a person feels is found in his or her behavior. It was attempted in this task to be as precise as possible in defining behavioral evidence. Table B, which follows, shows the results of the group's efforts in this regard. The group only listed behaviors they felt indicated presence of a particular affective quality. No attempt was made to say which evidence of behavior was most important, nor was the list of behaviors meant to be all inclusive.*

---

*The overall tasks (see Figure I) of each of the groups are similar; however, the specific process of each group varies as it must, due to the different personalities and skills of the participants.

TABLE B.

AFFECTIVE QUALITY	BEHAVIORAL EVIDENCE OF ACHIEVEMENT
Involvement Ability to be involved with other persons and the total environment. Ability to take initiative and contribute to social interactions. Active rather than passive orientation.	The Child: 1. Relates to all and other ages--including adults. 2. Relates to other sex. 3. Confronts when appropriate. 4. Begins the interaction, a self-starter--e.g., "Hello. I'm Barbara Norton." 5. Initiates helping another; shares and is supportive--e.g., "Would you like to do this with me?" 6. Interacts non-verbally with others. 7. Requests from others.
Respectful Assertiveness Ability to assert one's self in all appropriate situations and yet be empathetic and respectful to the person or persons with whom one is relating.	The Child: 1. Expresses opinions and feelings. (Says how she or he feels and believes without over-emotional response.) 2. Allows others to express how he or she feels, listens to others. 3. Acts on strength of his or her convictions; behaves consistently with his or her beliefs. 4. Refrains from hurting others purposely. 5. Incorporates others' ideas, but doesn't obey blindly. 6. Changes a group's or individual's direction. 7. Asserts self without antagonizing or hurting others. 8. Uses body in a friendly, outgoing, but not hostile, agressive manner. 9. Responds appropriately; doesn't change the subject thoughtlessly. 10. Involves self in something special, i.e., guitar, religion, vegetarianism, etc.; has something going. 11. Avoids making value judgments of others, e.g., "I think..."' not, "That is...."

TABLE B (CONTINUED)

Spontaneity The ability to react as one feels, at the time one first feels it.	The Child: 1. Moves freely in new (unexpected) directions. 2. Sees new patterns. 3. Makes new combinations, play, fantasy, plastic reality, relationships. 4. Senses humor, incongruity. 5. Praises others with ease and at the time he notices them or their activity. 6. Helps others "on the spot." (Opposite: Is not ritual bound, inhibited, reason bound or dogma bound.)
Sense of the Absurd Appreciation of the absurd; sense of play, sense of humor. Like the Ludic Scale.	The Child: 1. Does not take things unnecessarily seriously. Enjoys all learning experiences and helps others do same without becoming angry, uptight, or losing effective composure when things don't seem to be going as one feels they should. 2. Sees humor in many things. Is aware that everything has its humor. Understands and communicates the lighter side, especially when it aids in helping self and others in overall understanding of an experience. 3. Reports fantasy. Uses creative imagination, expands and improves on a learning situation. 4. Does what is not expected. 5. Appreciates self humor, makes others laugh at and with her or him. 6. Exaggerates playfully. 7. Sees incongruities and the humor in them and shares this awareness with others.
Love of Learning Awareness of, and a desire for, personal growth.	The Child: 1. Becomes engrossed in a specific activity, i.e., a passionate involvement in what one is doing. 2. Demonstrates an increase in her or his attention span. 3. Works hard on difficult areas. 4. Questions, is curious. 5. Expresses enthusiasm for cognitive tasks. 6. Responds with interest when a new learning experience is initiated.

TABLE B (CONTINUED)

Honesty with Feelings Being able to express how one feels. Being authentic.	The Child: 1. Expresses how she or he feels without qualification--even if the feelings are contrary to the norm. 2. Expresses strong negative feelings, as well as positive, openly--to appropriate persons or situations. 3. Deals directly with her or his own feelings. 4. Expresses feelings in appropriate manner.*
Openness Ability to express honest feeling, even if it hurts one's self. Ability to consciously render self vulnerable.	The Child: 1. Verbally A. Expresses feelings B. Brings up problems freely 1) one to one 2) in groups 3) with adults C. Expresses ideas or questions even if it may be wrong. D. Honestly disagrees with a teacher, authority or peer. E. Is willing to say, "I don't know." 2. Nonverbally A. Maintains direct eye contact with all others. B. Touches--spontaneously and comfortably. C. Cries and laughs when she or he feels like it. 3. Both. A. Helps others; is open to direction, suggestions. B. Reacts positively to failure. Accepts and tries again.
Risk-Taking Ability Freedom to fail without great anxiety, e.g., "Oh well, what the hell. Why not try?"	The Child: 1. Tries "something" when confronted with an impasse. 2. Chooses, from two alternatives, the one with an unknown (possibly better) outcome, Chooses self-directed activities--i.e., many teacher-directed activities have a known outcome.

---

*"Appropriate" = Not hurting or doing violence. Looks at the consequences of his or her expression.

3. Tries something he/she feels he/she might not be able to do.
4. Does not do something when everyone else is doing it.
5. Tries something new, e.g., if child says, "Hey, I've never done that; how do you do it?", etc.
6. Shares opinions, ideas, etc., when not sure if others will go along. Contributes to general group discussions.

Autonomy

Ability to function as an independent person within a group, but sensitive to the values and actions of the group, yet retaining one's own values and identity.

Ability to initiate action and take prime responsibility for that action.

The Child:

1. Keeps his own values, while sensitive to the values and actions of the group.
2. Functions independently when a sibling is present.
3. Functions on one's own (degree determined by age and maturity) at the departure of parent, or in the absence of teacher, etc.
4. Says no to suggestions of a group or another person while citing some previous belief, feeling, reason or personal conviction.
5. Chooses an activity without consulting others.
6. Does not force own views on group; does not force group into own actions--does own thing.
7. Acknowledges idea or feeling of group while stating own which may be different.
8. Sustains a project or interest, coming back to it time after time, on his/her own. (Beethoven's Ninth)
9. Expresses understanding that she/he is aware of effects of her or his own actions on others.

Dependability

Doing what you say you'll do.

The Child:

1. Fulfills a commitment without needing repeated pressure from outside.
2. Carries through on agreed learning tasks.
3. Responds to need for action.
   A. Observes and initiates on his or her own.
   B. Volunteers in response to request.

4. Responds to legitimate authority.
   A. Doesn't make excuses.
   B. Deals openly with authority conflicts.

	5. Makes agreements (contracts). Follows through while still developing spontaneity in learning situations.
Coping Ability (A.A. Prayer) God grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference. Control over one's environment; responds to challenge.	The Child: 1. Modifies behavior in relation to environment. A. If a certain tool doesn't fulfill the task or if the environment doesn't meet the need, move to one which meets the needs; i.e., if the room you're in doesn't have the equipment, then you need to go to one which does meet the need (library). B. If you're in a quiet room and you aren't being quiet, you either be quiet or more. C. If you can't accomplish goals immediately, then put it off until you can (another time). 2. Confronts a problem and effects change, either internal or external. A. In a group, if an individual convinces the others to go a different way than originally planned (EXTERNAL). B. When you have a priority but it doesn't or can't be accomplished and you change the priority (INTERNAL). C. If you're into an interesting subject or project and school ends, the project can be put away and picked up the next day. 3. Gives evidence of tolerating an uncomfortable situation while pursuing own goals. A. Trying to accomplish a task with intervention from peers (sweeping floor and people walking through that area). B. Studying or reading in a noisy room. 4. Channels frustration to an alternative. A. Going outside and running or playing when classroom is no longer a productive environment. B. Beating on a punching bag rather than a person.

TABLE B (CONTINUED)

Self-Directedness	The Child:
Ability to choose from a wide variety of options, those which fit the individual. Ability to deviate from the norm. Ability to recognize one's own uniqueness.	1. Identifies, plans and implements an activity on his or her own. 2. Acts from internal rather than external stimuli. 3. Is occupied when he or she wishes to be. 4. Is curious.

Once the group had decided on this behavioral evidence for the twelve affective areas, it turned to the task of determining which would be the best method of collecting this data. (See Figure I, Task 4.)

Classroom Observation

As a first step, it was felt that observation would be the simplest and most useful technique. The initial trial observations to field-test the efforts of the group took place at Evergreen school. In this series of observations, two observers selected just one affective area: Involvement (see Table B). Using the grid shown in Table C, they attempted to record for a half-hour time period all of the behavior of one child that would indicate the presence of involvement.*

---

*It is important to re-emphasize that, while at this time observations were limited to those eight specific behaviors, it should not be interpreted as implying that these are the only indicators of a child's involvement.

TABLE C

OBSERVATION GRID FOR INVOLVEMENT BEHAVIOR

Key: I - initiates interaction
R - responds to another
O - non-verbal interaction only
σ - non-verbal and verbal

c - confrontation behavior
h - helping behavior
s - sharing
r - requesting

	FEMALE	MALE	
4I CHILD	I Is I I	c c Ⓘ Ir Ⓘ ⓒ Ⓘ	4-I
ADULT 4R 2I	R Ⓡ I Ⓡ I R	R I I I R R R R involvement w/puzzle attn - listening & looking	5R 3I

Using the aforementioned grid in Table C, the observers noted any behavior which indicated any of the eight interactions. Notations were made by using the prescribed coding. At the end of each period of observation, the observers discussed, with the teacher, the implications of their observations.

It was found that one could, by this process, identify the degree and nature of involvement (assuming that the indicated behaviors are evidence of "involvement") of a particular child during the time period. However, it was very difficult to generalize as to her or his general behavior from this random and short-term observation. The first two children who were observed seemed to be quite different in their involvement behavior. One child, a girl, appeared to be very passive and uninvolved during the observation. The other, a boy, who had many interactions, both verbal and non-verbal, also related to many different kinds of people in a highly varied way.

In the discussion with the teacher afterwards, she was somewhat surprised at the findings since she had the opposite impression of these two children from her previous experience with them. However, in looking back over the time period in which the observations took place, she realized that they had both been acting "uncharacteristically." The girl had been ill that day and, in fact, later had told the teacher she did not feel well (thereby possibly explaining why she was so passive earlier). The little boy, on the other hand, had been unusually active and appeared to be having an exceptionally good day. His teacher was quite pleased at the findings, even though initially she thought that the observers came up with reverse impressions of the children observed. She was pleased because she had been concerned about this student. She had been working with him regularly to help him become more active and socially interactive with other children. She had been busy that day and had not particularly noticed him. When she reflected upon the observations, she realized that some of her efforts may have been worthwhile.

This part of the process may be one of the most important, i.e. the specific focus on the individual child's growth in certain important affective areas by the teacher. Very often, one may develop a mental set or a generalization about another individual. The original mindset may be based on actual observation of the other individual's behavior; however, the original mindset may remain long after the original behavior has changed. This happened in the case of the boy who appeared to have grown significantly in involvement behavior. If teachers and parents attempt to be cognizant of the child's growth in these areas, that fact, in itself, may facilitate that growth.

While this process of reflecting with the teacher about the behavior of one of her students may be valuable, in and of itself, it was not felt that this method of observation gave enough significant data from which to generalize about the general growth of the child in that affective area. Also, the observers had noted many other kinds of affective behaviors taking place to which they had not specifically addressed themselves. Consequently, fears of possibly missing much important data led to modifying the observational procedure to counteract these deficiencies.

The observer began to observe all kinds of interactions and kept an anecdotal record of all the child did during the total time period. At the end of the time period, the observer classified the behaviors he or she observed into the various affective areas listed on Table B. At the present time, data on these twelve characteristics are being compiled by this method. It is the intent to have at least three observations, over time, on each child before tentative generalizations can be made as to the presence or absence of specific qualities.

At this point, the parent affective groups are only at Task 4 on the model in Figure I (i.e., beginning to assess the presence or absence of crucial affective areas). Task 5 of Figure I, determining what is necessary in the child's environment (classroom and home conditions, teacher and parent behaviors) to help foster growth in these areas, and Task 6, Figure I, the determination of factors in the child's environment which may retard learning in these areas, are yet to be done.

As can be seen, this process of identifying affective areas and assessing their growth in children is a very delicate and time-consuming process. The point at which the Evergreen parents' group is now, is just a beginning of a process which will be continued indefinitely. As more members of the school community (parents, teachers and students) give input and reflect on all aspects of this area, definitions and procedures will become more comprehensive and more meaningful. At no point is it envisioned that the development of an affective instrument for the Open Living School will be fixed or set. This is an on-going process of idea input, reflection and assessment carried on by all members of the school community, with the ultimate goal being growth for all.

This, of course, is an example of the development of only one type of measurement--classroom observation. Many other sources of data are also being considered, with the assumption that measurement will be more reliable and valid if obtained from various sources, at different times, and under differing conditions. Other sources would be the students themselves--self-report data from questionnaires, interviews, etc.; teachers' impressions and observations; parents' observations outside the classroom; and unobtrusive data--absenteeism, sickness, fights, behavioral problems, etc.

Dr. Wight and his staff will continue to be available as resources for the more technical aspects of instrument development. The content will continue to be determined by parents, staff, and students through the process described on the preceding pages.

Present Evidence of Affective Growth

The affective groups have provided, and will continue to provide, much of the basic development of the affective measurement process, but affective topics and evidence of affective growth are seen through other techniques, particularly the taped interviews. For example, a recurrent topic among the taped interviews is that of respect. As one parent said:

> Respect for the children is the single most important thing. That's the thing that's lacking in almost every public school that I've been acquainted with. And it's the most important thing to us, I think. Their attitude toward the children and their attitude becomes a part of the children. They just soak it up like a sponge.

Similarly, the students identified the need for respect for each other and others' property. For example:

> ...another thing that was bad about last year is because nobody had respect for anybody's things or anybody. I got so many things ripped off last year and Steve's house got completely--Conrad's house, a really small one, got beat up too, people that were on the staff last year--there was no light bulb in the safe and they had to light matches and one of them saw my house and started burning it.

Changes in attitude and behavior, relating to the affective domain, have also been noticed. These, in themselves, are important measures of affective growth. For example:

> ...Most schools have a lot of kids come in and complain of stomach aches and headaches and things like that, whereas here ...it seems that seldom is (there) anybody that comes in. Ir they do come in, they're really sick. --Staff--

> ...He was just so completely, just down, on school. And we didn't know quite what to do, so it seemed like a pretty good idea they were going through (at the Open Living School), and it appeared to me that there might be better ways to teach children than presently employed in the school system, and the more I read, the more I think I'm right. Well, he's very happy and it seems to be--well, it's the first time he's really had, like my wife said, a real good laugh and really enjoying himself. After school, we notice he's real happy. And he does seem to be able to retain his knowledge.... Last year, he'd come home from school and he was just mad at the whole world, you know. He didn't get along with his teacher--his math teacher in particular. This year, it's a different story. He doesn't even want to miss school now. Last year, he put on a few sick acts. --Parent--

> When he was in Denver schools, in kindergarten, my son would use illness as an excuse to stay home. He's in his second year at the Open Living School now and two weeks ago he was really sick, fever and everything, but he wanted to go to school. All day it was, "Can I go to school tomorrow? If I'm better, can I go to school tomorrow?" I remember, all the way through school, times when I would fake being sick--even by heating up a thermometer to fake a temperature--to stay home. And I was a pretty happy student, I thought. --Parent--

Students are becoming aware of the affective changes in themselves. For example:

> I didn't like it when I'd lost last year. But this year, I don't care if I win or lose. (Another student) cares if he wins or loses.

These topics and statements, which occur in everyday talk as well as the taped interviews, are important indicators of growth and change. Because they are so routine, it is easy to miss them in a conversation; however, if they are attended to (i.e., listened for), they can give immediate feedback as to growth and change.

In response to the January questionnaire, parents listed, among the outstanding successes of the Open Living School, the following:

1. The development of trust, respect, patience, concern, loving, responsibility, and a non-judgmental nature among the students.
2. Eagerness to go to school.
3. Learning to cope with problems.
4. Development of natural ease and confidence or self-esteem around peers and adults.
5. Acceptance of the child as an individual.

These are instances of observed changes and growth in individual students and adults in the Open Living School community. These too must be taken into account as measures of affective growth in the students and adult members of the school community.